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ABSTRACT

In 1991 a committee was created by Iowa's Legislative Council to study issues related to the reform of Iowa's education system and examine the status and future of education in Iowa. The committee also analyzed nationwide trends and, based on their findings, developed a comprehensive blueprint for school transformation in Iowa. This blueprint constitutes the final report of the Committee and is an intentionally broad-based framework designed to move education in Iowa forward into the 21st century. The committee was separated into three groups: school structures, authority, and accountability; human and technological resources and investments; and student learning and development. The three groups each submitted a vision statement, goals, and objectives. The committee's recomdmendations to the Legislative Council and the General Assembly were that: (1) the General Assembly consider and indicate support for the vision statements, goals, and objectives adopted by the committee; (2) the Legislative Service Bureau draft a school-transformation-enabling bill that would support the vision statements, goals, and objectives; and (3) the state initiate the coordination of a design for a computer for specific use by Iowa's students, their parents, and other learners. (KDP)

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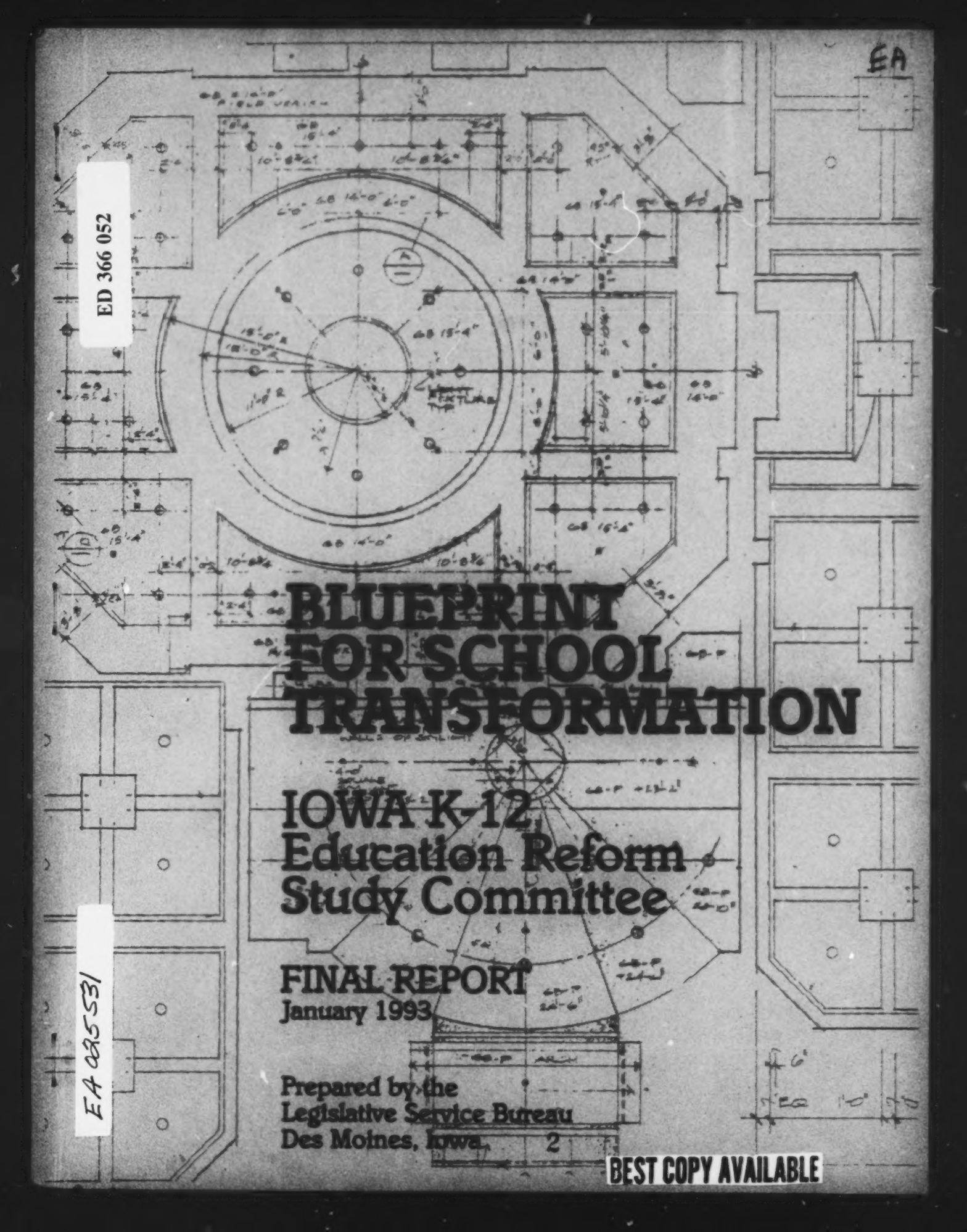

BLUEPRINT FOR SCHOOL TRANSFORMATION

IOWA K-12 Education Reform Study Committee

FINAL REPORT
January 1993

Prepared by the
Legislative Service Bureau
Des Moines, Iowa

EA 025 531

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EXECUTIVE SUMMARY

BLUEPRINT FOR SCHOOL TRANSFORMATION

Part I

During the 74th General Assembly, 1991 Session, a senate concurrent resolution, SCR 24, was passed calling for the establishment of a Committee to study issues related to the reform of Iowa's education system. The Legislative Council created the Committee and appointed a total of 23 members, of which eight were members of the Senate, eight were members of the House of Representatives, and seven were members of the general public. Over a two-year period, the K-12 Education Reform Study Committee examined the status and future of education in Iowa. The members also analyzed nationwide trends and based on their findings, developed a comprehensive blueprint for school transformation in Iowa. This blueprint constitutes the final report of the Committee and is an intentionally, broad-based framework designed to move education in Iowa forward into the twenty-first century. Statewide application of the vision statements, goals and objectives contained in the blueprint will assist in promoting the achievement of all students, including those from gifted and talented, special needs, and culturally diverse populations.

STUDY COMMITTEE CHARGE

The Legislative Council gave the Committee the following charge:

> *Recommend to the General Assembly goals and necessary legislation to reform Iowa's early childhood, primary, and secondary education system. The Committee shall include in its review alternative approaches to student assessment, early childhood education initiatives, school-based decision making, uses of education technology, enhanced parental involvement and parent education alternatives, staff development activities and teacher training enhancements, extended school instruction time, use of interagency collaboration and partnerships between schools and business. The Committee shall report to the Studies Committee by September 1, 1991, on how the Committee desires to proceed. Preliminary recommendations should be forwarded to the Legislative Council by January 1, 1992, with a final report due December 1, 1992.*

AUTHORIZED MEETING DAYS

The Committee originally was authorized two meeting days during the 1991 Interim to conduct Committee business. The Committee requested and received permission from the Legislative Council to hold meetings on an additional day. The Committee meetings were held on October 10, November 25, and November 26, 1991, at the Statehouse in Des Moines, Iowa. During the October meeting, the Committee received testimony regarding the current state of Iowa's education system, information that compares Iowa student academic performance with other states and countries, European and Asian education systems, various recommendations for changes in the current system, and various reform initiatives being proposed or carried out in other states. At the November meetings, the Committee received in-depth information on the contents of the initiatives from proponents of the four major reports that had been conducted in Iowa by: Iowa State Education Association, Iowa Business and Education Roundtable, Iowa Department of Education, and New Iowa Schools Development Corporation. In addition, the Committee received information about a strategic plan that the Area Education Agencies (AEAs) had developed in response to the current discussions about education reform. At the conclusion of the presentations of testimony, the members discussed various ways that the Committee could fulfill its duties and the potential challenges that Iowa's education system faces under current economic conditions.

The Committee originally was authorized five meeting days during the 1992 Interim to conduct meetings. Due to delays related to the extraordinary legislative sessions and the complexity of the topics under study, the Committee requested and received permission from the Legislative Council to hold additional meetings. As a result, four Subcommittees were formed and were referenced to by the specific issues to be addressed i.e. School Structures, Human and Technological Resources, Student Learning and Development, and Implementation. The 1992 Full Committee and Subcommittee meetings were held as follows:

May 19	Full Committee	Des Moines
June 8	School Structures	Des Moines
June 9	Student Learning & Development	Des Moines
June 19	Human and Technology Resources	Cedar Falls
July 9	Student Learning & Development	Des Moines
July 13	School Structures	Iowa City
Aug. 18	Student Learning & Development	Des Moines
Sept. 14	Human and Tech Resources	Des Moines
Sept. 14	School Structures (1/2 day)	Des Moines
Sept. 15	Full Committee	Des Moines
Nov. 16	Chairpersons' Meeting (Informal)	Iowa City
Nov. 17	Implementation	Iowa City
Dec. 8	Implementation (1/2 day)	Des Moines
Dec. 8	Full Committee (1/2 day)	Des Moines

ISSUES ADDRESSED

As part of the research process, the members studied their assigned topics as each subject related to the charge set forth by the Legislative Council. Listed below is an outline of the four major issues and a description of the key concepts upon which the final report is formulated.

1. School Structures
    a. Authority within the schools (site-based and shared decision making)
    b. Systemic accountability
    c. General school operations
    d. School/educational climate within schools
    e. School day/calendar
    f. Business/community/agency partnerships
2. Human and Technological Resources
    a. Information technologies
    b. Climate control
    c. Facilities development/improvements
    d. Physical infrastructure
    e. Human infrastructure and affirmative action
    f. Higher education and K-12 system
    g. Educator preparation and development
3. Student Learning and Development
    a. Curriculum
    b. Student assessment
    c. Outcomes and standards
    d. Family support and early childhood education
4. Implementation
    a. Identifying priorities
    b. Action planning
    c. Recommendations
    d. Initiatives

SUMMARY OF MEETINGS

During the meetings, individual presentations and panel discussions were held. Those invited to share their testimonies included: students, parents, practicing educators, business representatives, members of educational groups, and other interested stakeholders. To gain further insight into the Iowa education transformation process, the Subcommittee Chairpersons held a meeting with several representatives from a number of educational interest groups. Overall, the presenters and other educational interest group representatives were very complimentary about the work of the Committee and encouraged the members to continue their work in developing a framework for student achievement.

To conclude their work, the Committee members requested that the Legislative Service Bureau conduct a fifty-state analysis of educational reform to ascertain the kinds of transformation activities occurring across the nation. The results of the fifty-state analysis, coupled with the evidence from earlier testimonies and presentations, assisted the members in developing their vision statements, goals, and objectives for the Committee. The Committee then used an action planning matrix to determine the specific actions needed for implementation of the goals and objectives. The Committee supported drafting of a bill to implement the vision statements, goals, and objectives. In addition, the Committee supported an Iowa Computer Initiative. On December 18, 1992, the contents of the final report, as described above, were approved via a telephone caucus of all Committee members. The Committee then requested and the Legislative Council approved, additional funding to enable this report to be broadly distributed upon the report's release.

SUMMARY OF RECOMMENDATIONS

Listed below is a summary of the recommendations to the Legislative Council and the General Assembly as approved by the Full Committee. The members recommended that:

1. The General Assembly consider and indicate support for the vision statements, goals, and objectives adopted by the Committee.

2. The Legislative Service Bureau draft a school transformation enabling bill that would support the vision statements, goals, and objectives adopted by the Study Committee and would create an ongoing Joint Legislative Committee to oversee application of the vision statements, goals, and objectives.

3. The state initiate the coordination of a design for a computer for specific use by Iowa's students, their parents, and other learners.

CONTENTS OF THE REPORT

The Executive Summary constitutes Part I of the Committee's final report, entitled Blueprint for School Transformation. Located in Part II is a description of the two initiatives supported by the Committee. Part III is an action planning matrix that defines the specific responsibilities, time lines and accountability measures. The vision statements, goals, and objectives that were adopted by the Full Committee are in Part IV and are organized to indicate the Subcommittee that originally developed that area. Part V is comprised of background information that offers more details about the foundational processes involved in the completion of the final report. Part VI is the Fifty-State Analysis of Education Reform Report that was presented to the Committee by the Legislative Service Bureau staff.

IMPLEMENTATION INITIATIVES

Part II

To commence implementation, the Committee recommended the drafting of a school transformation enabling bill to support the vision statements, goals and objectives developed by the Subcommittees and encouraged the creation of an ongoing Joint Legislative Education Committee which would be chiefly responsible for the oversight of the recommendations contained in the final report. In addition, the Committee also recommended that the state initiate the coordination of a design for a computer for specific use by Iowa's students, their parents, and other learners.

THE IOWA SCHOOL TRANSFORMATION INITIATIVE

The Committee recommended the drafting of a school transformation enabling bill stating the belief that it is vital for the future of Iowa that the vision statements, goals, and objectives be supported. It also encouraged the creation of an ongoing Joint Legislative Education Committee. It is the belief of the Committee that the future of the state of Iowa is dependent upon the quality of its educational system, the knowledge and skill levels of its people, and the productivity of Iowa businesses and industries. Because of advanced technologies, increasing access to worldwide information, innovative management practices, more sophisticated quality control systems, and growing consumer service demands, the Legislative Service Bureau carefully crafted a blueprint that is sensitive to Iowa's rapidly changing workplaces.

According to the findings of the Committee, states that do not chart courses for productive economies place their businesses and industries at risk. In the Committee's view, the recent research conducted by the Committee clearly pointed out that states must begin improving the academic achievement levels and enlarging the technical skills and competencies of all citizens, immediately! Consequently, the purpose of the Committee's support of a transformation initiative is to increase Iowa's ability to educate and prepare qualified and productive people who will be crucial in seeing that Iowa remains economically viable by the turn of the century. In addition, the Committee's support of a school transformation initiative would empower teachers, students, parents, and other vested stakeholders in their quest to increase the achievement level of students.

The Committee also affirmed that a Joint Legislative Education Committee should be authorized to begin its work in 1994. The Committee would meet no later than 30 days after the start of the Legislative Session. The Joint Committee would consist of the following members:

1. The following Committee Chairs of both Chambers, comprising a total of eight legislators:

   a. Human Resources

   b. Economic Development

   c. Education

   d. Business and Labor

2. Four members from the general public, selected by the Speaker of the House and Senate Majority Leader. The public members would serve at the pleasure of the Speaker and Majority Leader.

The Joint Committee would monitor and evaluate the progress of public education in achieving the objectives contained in the final report. Specifically, the Joint Committee would be authorized and directed to do all of the following:

1. Study and review funding mechanisms and available resources required to achieve K-12 visions, goals and objectives.

2. Recommend new mechanisms or programs or suggest modifications in existing programs in order to provide additional revenues or resources.

3. Make an annual report to the Legislature, the Governor, and the State Board of Education on its evaluation of educational transformation in public education and the overall progress of education in Iowa.

4. As part of its report, the Joint Committee may make recommendations for any necessary changes or modifications in the final K-12 report.

THE IOWA COMPUTER INITIATIVE

The Full Committee recommended that the state initiate the coordination of a design of a computer for use by Iowa's students, their parents, and other learners. It is intended that the computer would be portable, durable, and upgradeable. Each home would have a base unit connected to telecommunications systems, similar to the French Mini-tel machine. All qualified vendors would form a consortium, participate in the design, and have the opportunity to manufacture and sell the computers. The design would be such that the broadest possible range of current and future software will be compatible with the machine. If current collaborative efforts by computer industry companies and the federal government to establish standards and methods to meet the goal outlined above are achieved, the design time could be

shortened. It would still be necessary to develop or decide upon the other aspects of the machine so as to meet the needs of the students, teachers, schools, and parents.

According to the proposal presented by Senator Varn and accepted by the Committee, the state would negotiate a price for the system based on a minimum of 500,000 units with warranties, maintenance agreements, upgrade options, and insurance. The state would find ways to base assembly, manufacturing, and support operations in Iowa to maximize the economic development benefit of the purchase. The state would also identify private sector partners who will help pay for the system. This could take the form of voluntary contributions, reductions in price, taxes and user charges on noneducational uses (e.g., home shopping, movies on demand, video phone calls, surcharges on software for personal use, etc.). Contributions and other revenue would be used to reduce the price the student will need to pay. Possible private sector partners would include phone and cable companies, hardware and software manufacturers, information and entertainment companies, and printers and publishers.

All students would have access to a computer and may purchase one under this plan. Sliding fee scales for using and purchasing computers, similar to book fees, should be used and costs should be spread out over a period of years. The cost to the student able to pay should not exceed $400. For example, this could be assessed at $80 per year for the five-year useful life of the computer. The remainder of the cost will come from the private sector partners. If students and their families pay the fee, they would own the portable computer and home docking station.

The purchase date should be at least three years distant, sometime between 1996 or 1997, to allow time for design, fundraising, training for administrators, teachers, students, and their parents. Schools should receive prototypes to allow educators and students to build expertise in using the system and to suggest design modifications.

Iowa educators, business interests, and academics would be teamed to develop new software for sale to Iowa students and schools at or below cost. It would also be for sale to others at a profit to compensate the developers and to provide additional income to subsidize the computer purchase and the upgrade and maintenance costs. Software sales and support activity would be based in Iowa. First products could be programs that combine the power of virtual reality systems with sound pedagogy to produce learning experiences that can compete with video games for students' time and energy. (Note: Virtual reality combines computer-controlled images with a video visor or helmet and sensors that detect the wearer's movements to create the very real illusion of being inside the computer-controlled picture.)

Beyond the educational opportunities, the program would provide a fixed base of over a million potential customers for new and existing information companies to begin or expand businesses in Iowa. This program, then, can help transform both schools and the Iowa economy. The potential synergy between information companies and thousands of computer-literate students and adults could turn Iowa back into a growing state with quality job opportunities.

PART III

SCHOOL STRUCTURES, AUTHORITY, AND ACCOUNTABILITY
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
1. Sharing school governance with teachers and parents. a. Addressing the issues of authority and accountability within a broader range of state regulations. Whenever possible, decision making should be made at the local level. b. Sharing the responsibility for systemic accountability with administrators, teachers, parents, students, state and local boards of education, and local stakeholders. c. Encouraging administrators, teachers, parents, students, and local stakeholders to govern their individual school buildings. d. Providing administrators and teachers with ample time to make educational decisions and to participate in site-based management activities. e. Providing administrators and teachers with appropriate education to make educational decisions and to participate in site-based management activities.	Adopt Department of Education 1993 recommendations to support creative approaches in how students learn at higher levels. Adopt legislation to modify school accreditation process to allow for a results-based accreditation alternative. Expand intervention strategies for assisting school districts that fail to meet accreditation standards.	Legislature Department of Education Local School Districts Legislature to modify accreditation process Legislature to modify accreditation process	To begin 1993-95	Legislature Department of Education Local School Districts Legislature Legislature
2. Providing parents, students, and stakeholders with regular evaluative reports.	Continue current requirements in Sections 280.12 and 280.18	Department of Education Local School Districts	To begin 1993-95	Local school districts report to Department of Education
3. Encouraging collaboration between public schools and the private sector.	Continue current requirements in Sections 280.12 and 280.18	Department of Education Local School Districts	To begin 1993-95	Local school districts report to Department of Education
4. Redesigning instructional time to include a wider variety of teaching strategies.	Continue current requirements in Sections 280.12 and 280.18	Department of Education Local School Districts	To begin 1993-95	Local school districts report to Department of Education

SCHOOL STRUCTURES, AUTHORITY, AND ACCOUNTABILITY
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
5. Removing intrusions on instructional time.	Continue current requirements in Sections 280.12 and 280.18	Department of Education Local School Districts	To begin 1993-95	Local school districts report to Department of Education
6. Examining the student calendar in terms of the total number of hours in a school day and year and assessing the values of summer, weekends, and after-school attendance.	Continue current requirements in Sections 280.12 and 280.18	Department of Education Local School Districts	To begin 1993-95	Local school districts report to Department of Education
7. Maximizing educational resources through the development of appropriate school transformation plans which reflect both short-term operational and long-range strategic goals and objectives.	Adopt legislation to combine current planning, assessing, and reporting requirements into a comprehensive school transformation plan. Establish a joint legislative education committee to oversee the visions, goals, and objectives of the School Transformation Report.	Legislature Local School Districts Legislature	1993-95 Ongoing	Department of Education Legislature

HUMAN AND TECHNOLOGICAL RESOURCES
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
1. Assuring that policies adopted in pursuit of this and other goals maintain equitable access to educational opportunities. a. Affirming the state's responsibility to provide all residents with equal opportunities to a quality education. b. Recruiting and retaining a culturally diverse workforce that is reflective of its society. c. Promoting programs which emphasize appreciation for cultural diversity and guarantee equal opportunity and access. d. Examining the logistical problems and equity issues arising from interdistrict open enrollment. e. Providing professional development for education professionals to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity. f. Coordinating programs between secondary schools and Iowa colleges to ensure that people of color and other underrepresented populations have greater access to higher education programs and services.	Develop and support programs to attract and retain a culturally diverse workforce.	Legislature Department of Education Colleges and Universities AEAs Local School Districts	To begin 1993-95	Legislature Department of Education Colleges and Universities AEAs Local School Districts
2. Providing adequate time and training for teachers and administrators and encouraging innovative usage of time to develop new skills in the following areas: a. Individualized and small group instruction. b. Technology operations and applications. c. Site-based management and educational decision making. d. Educational research, field testing, and grant writing. e. Use of databases, management softwear, and courseware. f. Team building, problem solving, and data gathering.	Lengthen teacher contract two days per year for the next five years. Restore Phase III funding and allow for competitive grants.	Legislature Local School Districts Legislature	To begin 1993-95	Local school districts report to the Department of Education Department of Education
3. Developing a statewide staff development program for educators, prekindergarten through higher education, focusing on the knowledge, skills, and attitudes needed to continually transform schools.	Adopt legislation to encourage local districts to set aside a percentage of school budget for staff development.	Legislature AEAs Local School Districts	To begin 1993-95	Local school districts report to Department of Education

HUMAN AND TECHNOLOGICAL RESOURCES
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
4. Finding ways to increase noninstructional time to plan and prepare for activities related to school transformation. a. Extending teacher contract days for training and planning outside of instructional time. b. Developing teacher mentor programs and reducing teachers' first-year workloads.	Local initiatives	Department of Education AEAs Local School Districts	To begin 1993-95	Department of Education Local School Districts
5. Offering more competitive salaries and benefits to Iowa educators.	Provide resources so that education salaries are adequate to attract and retain quality people. Study three-level licensure system.	Legislature Department of Education Board of Educational Examiners	To begin 1993-95	Progress report to the Joint Legislative Education Committee
6. Increasing the number of trained adults in the classroom to release teachers from clerical tasks and provide instructional support.	Local initiatives	Department of Education Local School Districts	To begin 1993-95	Department of Education Local School Districts
7. Encouraging community colleges, colleges, and universities to form partnerships with school districts for the initial and ongoing education of teachers and administrators.	Base teacher preparation program approval on critical proficiencies. Fund innovative clinical preparation programs.	State Board of Education Colleges and Universities AEAs Local School Districts	To begin 1993-95	Teacher preparation institutions report to Joint Legislative Education Committee

HUMAN AND TECHNOLOGICAL RESOURCES
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
8. Increasing student, teacher, and administrator access to state-of-the-art hardware, software, and courseware necessary for the full utilization of information technology. a. Providing time and compensation for appropriate school personnel to achieve competence in the use of instructional technology. b. Supporting the Department's effort to conduct a statewide inventory and making recommendations for the efficient uses of technology in Iowa schools, pre-K to postsecondary. c. Developing a standardized computer program to unify the reporting process to the Department of Education. d. Providing each school with the information infrastructure necessary to support full use of information technology. e. Providing each school with adequate facilities and climate control equipment for year-round use.	Adopt local policy and legislation to support computer technology initiatives. Provide resources and staff development to increase the capacity of local schools to utilize technology.	Legislature Department of Education Colleges and Universities AEAs Local School Districts	To begin 1993-95	Legislature Department of Education Colleges and Universities AEAs Local School Districts
9. Legislating funding to support educational transformation activities in Iowa schools.	Restore Phase III funding with a portion devoted to competitive grants. Provide adequate, equitable and predictable funding for school districts. Adopt legislation requiring simple majority for bond issues.	Legislature Legislature Legislature	To begin 1993-95	Department of Education Legislature Department of Education
10. Identifying options for pooling resources and reducing duplication of services and programs.	Local initiatives	Department of Education AEAs Local School Districts	To begin 1993-95	Department of Education AEAs Local School Districts

HUMAN AND TECHNOLOGICAL RESOURCES
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
11. Using Phase III moneys for pilot projects and school transformation activities.	Restore funding for Phase III with a portion devoted to competitive grants for school transformation.	Legislature Department of Education AEAs	To begin 1993-95	Legislature Department of Education AEAs
12. Seeking additional funding through direct solicitation of public and private grants.	Local initiatives	Department of Education AEAs Local School Districts	To begin 1993-95	Department of Education AEAs Local School Districts
13. Establishing networks and dissemination centers to study the theory and practice of school reform. a. Utilizing practice-based research, cooperative learning, and team planning/teaching. b. Organizing research, development, and diffusion networks to provide state-of-the-art knowledge and technical assistance in the utilization of instructional technology.	Local initiatives	Department of Education Colleges and Universities AEAs Local School Districts	Long-range	Department of Education Colleges and Universities AEAs Local School Districts
14. Providing a continuum of learning opportunities for Iowa teachers.	Local initiatives	Legislature Department of Education Colleges and Universities AEAs Local School Districts	Long-range	Legislature Department of Education Colleges and Universities AEAs Local School Districts

STUDENT LEARNING AND DEVELOPMENT
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
1. Providing access to developmentally appropriate early childhood and prekindergarten programs. Advocating and making provisions for upgraded elementary settings that permit students to advance in their educational attainments when they are ready to do so.	Fund early childhood at-risk grant program and incrementally increase funding in order to provide services to all 4-year-old at-risk students who are not being served through federal funds.	Legislature	To begin 1993-95	Department of Education
2. Allowing for professional discretion in defining and achieving educational outcomes within a broader range of district and state regulations.	Adopt broad state student outcomes. Amend Section 280.18 so that local student achievement goals reflect state outcomes.	State Board of Education Legislature	To begin 1993-95	Local school districts report on compliance
3. Developing a plan to encourage greater involvement of parents in the teaching and learning process.	Transformation plan. Funding for Parent Education Programs. (S.F. 2167)	Legislature Local School Districts	To begin 1993-95	Department of Education
4. Collaborating with parents and various service agencies to provide a unified, streamlined continuum of services to students and their families. a. Assisting children and their families in obtaining the proper array of services in collaboration with trained professionals who are able to identify the educational and developmental needs of children. b. Organizing a unified systemic approach to protecting the well-being of children, eliminating competing or duplicative services, and promoting the possibilities of governmental entities working together to develop new and better ways to meet the educational, physical, and emotional needs of children.	Adopt legislation to encourage community service projects utilizing work study, course credit, voc ed competencies, and campus compacts. Fund family resource centers.	Legislature Legislature	To begin 1993-95	Colleges and Universities Legislature

STUDENT LEARNING AND DEVELOPMENT
ACTION PLANNING MATRIX

OBJECTIVE	ACTION NECESSARY	WHO IS RESPONSIBLE	TIME FRAME	ACCOUNTABILITY
5. Establishing teacher/student ratios appropriate to subject and grade levels, weighted for special student populations and flexible enough to accommodate new forms of instruction resulting from the introduction of educational technology.	Local initiatives	Legislature Department of Education Local School Districts	Long-range	Legislature Local school districts report to Department of Education
6. Developing a strong general curriculum framework based on high academic expectations and attainable outcomes.	Design curriculum frameworks to assist local districts.	Department of Education	Long-range	Submit copies to Legislature and local school districts
7. Giving teachers the time and training to evaluate students in an equitable, timely, and professional manner.	Appropriate resources to assist local school districts in developing their capacity to measure student achievement using multiple assessments.	Legislature/Center for the Assessment of School Effectiveness	Long-range	Progress report to the Joint Legislative Education Committee
8. Continuously assessing and reporting the progress of students utilizing personalized educational plans and electronic recordkeeping systems.	Local initiatives	Department of Education Local School Districts	Long-range	Department of Education Local School Districts
9. Utilizing multiple uniform measurement systems and instruments that provide accurate, objective, and timely information, recognizing the differences between the assessment of student achievement and school system performance.	Support the Center for Assessment for School Effectiveness.	Department of Education	Long-range	Progress report to Joint Legislative Education Committee
10. Requiring schools and community colleges to assess and document their instructional, administrative, and operational effectiveness.	Local initiatives	Department of Education Local School Districts		Local school districts report to Department of Education

PART IV

VISION STATEMENT, GOALS, AND OBJECTIVES

SCHOOL STRUCTURES, AUTHORITY, AND ACCOUNTABILITY

THE VISION

By the year 2000, the structure of schools will be substantially different. The change in how schools operate will be an effective response to the evolving needs of a new generation of students. Schools in Iowa will function as a logical whole due to a collaboration of involvement between administrators, teachers, parents, students, and local stakeholders. The way in which staff, students, and parents work together will be changed. Because of shared decision making, there will be widespread involvement from the stakeholders. Consequently, the climate of 21st century Iowa schools will be greatly enhanced. Iowa schools, area education agencies, institutions of higher education, and other agencies will collaborate and work together in creating and sustaining high performing schools. To increase opportunities for students and teachers, schools within the same region will pool their resources. Being well-informed of the challenges to change, parents and local stakeholders will assume full responsibility as partners in educating Iowa's children.

The educational system in Iowa will be transformed to support continuous improvement. Through collaborative efforts, barriers that prevent students from learning will be removed. At the building level, there will be multiple options to assist students in their achievements. Schools in Iowa will use strategic planning to ensure continuous progress in the development of high performing schools. Through the utilization of ongoing evaluation and feedback, Iowans will have knowledge of how well their schools are succeeding in helping students attain the outcomes identified by the state and local districts. The scope and sequence of the school offerings will vary in order to meet the needs of students, staff, and the local community. Schools will be more accessible and will be open at convenient times during the day and year. To accommodate their increase in responsibilities, administrators and teachers will be allowed adequate time for training and planning.

THE GOALS

1. Set goals and develop programs based upon mutual agreements between administrators between administrators, teachers, parents, and local stakeholders.

2. Enlarge the systems of accountability in Iowa schools by focusing upon leadership development, information processing, shared decision making, strategic planning, resource allocation, quality control, and the embracing of diversity.

3. Establish general school operations which will enhance student learning and promote educational transformation.

4. Establish a school climate that is open, nurturing, and receptive to change.

5. Redesign the school schedule to support educational transformation activities.

6. Establish a system for collaboration and increased involvement between the schools, business, community, and other agencies.

THE OBJECTIVES

1. Sharing school governance with teachers and parents.

   a. Addressing the issues of authority and accountability within a broader range of state regulations, and increasing the possibilities of local level decision making.

   b. Sharing the responsibility for systemic accountability with administrators, teachers, parents, students, state and local boards of education, and local stakeholders.

   c. Encouraging administrators, teachers, parents, students, and local stakeholders to govern their own individual school buildings.

   d. Providing administrators and teachers with ample time to make educational decisions and to participate in site-based management activities.

   e. Providing administrators and teachers with appropriate education to make educational decisions and to participate in site-based management activities.

2. Providing parents, students, and stakeholders with regular evaluative reports.

3. Encouraging collaboration between public schools and the private sector.

4. Redesigning instructional time to include a wider variety of teaching strategies.

5. Removing intrusions on instructional time.

6. Examining the student calendar in terms of the total number of hours in a school day/year and assessing the values of summer, weekends, and after-school attendance.

7. Maximizing educational resources through the development of appropriate school transformation plans which reflect both short-term operational and ong-range strategic goals and objectives.

VISION STATEMENT, GOALS, AND OBJECTIVES

HUMAN AND TECHNOLOGICAL RESOURCES AND INVESTMENTS

THE VISION

By the year 2000, schools will become lifelong community learning centers that are open year-round and at times convenient for those that need to use them. Teaching and learning in Iowa will be one of the nation's most prized commodities. Iowa teachers will be among the best qualified, educated, and compensated. Both children and adults will view education as being accessible, equitable, and flexible enough to meet their many needs. Perceived as alternatives today, child care, weekend sessions, night classes, and community programs will become part of the community's standard operations.

Iowa schools will be staffed by educators, paraprofessionals, teachers, and administrators fully prepared to engage in continual school transformation. Institutions of higher education, AEAs, and K-12 districts will operate as parts of an integrated system to provide the highest quality professionals for Iowa's schools. Technology will be an integral part of instruction and administration in Iowa schools. The capacity of students, teachers, and administrators to utilize technology will represent a major hallmark of Iowa's educational systems.

THE GOALS

1. Provide the physical facilities necessary to allow schools to become year-round, lifelong community centers to meet locally defined needs.

2. Provide for policies and programs which ensure that a well-educated, talented, compensated, and diverse workforce is sustained to meet the needs of students, and institute school transformation activities.

3. Provide high quality initial preparation in approved programs for paraprofessionals, teachers, and administrators. Offer continuing professional development opportunities for Iowa educators. Give educators time to plan and implement continuing school transformation and to reflect on their professional practice.

4. Develop a comprehensive statewide program which maximizes student learning, effective teaching, and efficient administration.

THE OBJECTIVES

1. Assuring that policies adopted in pursuit of these and other goals maintain equitable access to educational opportunities.

   a. Affirming the state's responsibility to provide all residents with equal opportunities to a quality education.

   b. Recruiting and retaining a culturally diverse workforce that is reflective of its society.

   c. Promoting programs which emphasize appreciation for cultural diversity and guarantee equal opportunity and access.

   d. Examining the logistical problems and equity issues arising from interdistrict open enrollment.

   e. Providing professional development for education professionals to increase knowledge and awareness for the implementation of curricula that reflect cultural diversity.

   f. Coordinating programs between secondary schools and Iowa colleges to ensure that people of color and other underrepresented populations have greater access to higher education programs and services.

2. Providing adequate time and training for teachers and administrators and encouraging innovative usage of time to develop new skills in the following areas:

   a. Individualized and small group instruction.

   b. Technology operations and applications.

   c. Site-based management and educational decision making.

   d. Educational research, field testing, and grant writing.

   e. Use of databases, management software, and courseware.

   f. Team building, problem solving, and data gathering.

3. Developing a statewide staff development program for educators, prekindergarten through higher education, focusing on the knowledge, skills, and attitudes needed to continually transform schools.

4. Finding ways to increase noninstructional time to plan and prepare for activities related to school transformation.

a. Extending teacher contract days for training and planning outside of instructional time.

b. Developing teacher mentor programs and reducing teachers' first-year workloads.

5. Offering more competitive salaries and benefits to Iowa educators.

6. Increasing the number of trained adults in the classroom to release teachers from clerical tasks and provide instructional support.

7. Encouraging community colleges, colleges, and universities to form partnerships with school districts for the initial and ongoing education of teachers and administrators.

8. Increasing student, teacher, and administrator access to state-of-the-art hardware, software, and courseware necessary for the full utilization of information technology.

   a. Providing time and compensation for appropriate school personnel to achieve competence in the use of instructional technology.

   b. Supporting the Department's effort to conduct a statewide inventory and making recommendations for the efficient uses of technology in Iowa schools, pre-K to postsecondary.

   c. Developing a standardized computer program to unify the reporting process to the Department of Education.

   d. Providing each school with the information infrastructure necessary to support full use of information technology.

   e. Providing each school with adequate facilities and climate control equipment for year-round use.

9. Legislating funding to support educational transformation activities in Iowa schools.

10. Identifying options for pooling resources and reducing duplication of services and programs.

11. Using Phase III moneys for pilot projects and transformation activities.

12. Seeking additional funding through direct solicitation of public and private grants.

13. Establishing networks and dissemination centers to study the theory and practice of school reform.

    a. Utilizing practice-based research, cooperative learning, and team planning/teaching.

    b. Organizing development and diffusion networks to provide state-of-the-art knowledge and technical assistance in the utilization of instructional technology.

14. Providing a continuum of learning opportunities for Iowa teachers in Iowa colleges and universities.

VISION STATEMENT, GOALS, AND OBJECTIVES

STUDENT LEARNING AND DEVELOPMENT

THE VISION

By the year 2000, learning in schools will be student-centered and instruction will be personalized to meet individual student needs and ability levels. The curriculum framework will be based upon measurable outcomes that will reflect a collaborative effort of all community stakeholders as to the scope and depth of what a student should know to be a productive worker, live a fulfilling life, and exercise responsible citizenship.

The growth, development, and progress of students will be measured in a variety of ways that are instructional and motivating to students, useful to teachers, and encouraging to parents. The educational calendar and internal school schedules will be redesigned to provide time for appropriate evaluation, accurate analysis, and adequate planning.

Schools will become valuable sources of support for the development of families in Iowa. Schools will be resource centers and work collaboratively with parents and other community agencies. Through community collaboration, young children will be afforded equal opportunities to engage in programs that are designed to advance their educational, physical, and emotional development.

THE GOALS

1. Each child in Iowa will have access, from birth through the elementary years, to a continuum of developmentally appropriate services that are designed to meet the educational, health care, nutritional, and emotional needs of children and families.

2. Identify the competencies necessary for success in the 21st century.

3. Promote student learning utilizing a reliable, equitable, and valid total assessment program.

THE OBJECTIVES

1. Providing access to developmentally appropriate early childhood and prekindergarten programs. Advocating and making provisions for upgraded elementary settings that permit students to advance in their educational attainments when they are ready to do so.

2. Allowing for professional discretion in defining and achieving educational outcomes within a broader range of district and state regulations.

3. Developing a plan to encourage greater involvement of parents in the teaching and learning process.

4. Collaborating with parents and various service agencies to provide a unified, streamlined continuum of services to students and their families.

   a. Assisting children and their families in obtaining the proper array of services in collaboration with trained professionals who are able to identify the educational and developmental needs of children.

   b. Organizing a unified systemic approach to protecting the well-being of children, eliminating competing or duplicative services, and promoting the possibilities of governmental entities working together to develop new and better ways to meet the educational, physical, and emotional needs of children.

5. Establishing teacher/student ratios appropriate to subject and grade levels, weighted for special student populations and flexible enough to accommodate new forms of instruction resulting from the introduction of educational technology.

6. Developing a strong general curriculum framework based on high academic expectations and attainable outcomes.

7. Giving teachers the time and training to evaluate students in an equitable, timely, and professional manner.

8. Continuously assessing and reporting the progress of students, utilizing personalized educational plans and electronic recordkeeping systems.

9. Utilizing multiple uniform measurement systems and instruments that provide accurate, objective, and timely information, recognizing the differences between the assessment of student achievement and school system performance.

10. Requiring schools and community colleges to assess and document their instructional, administrative, and operational effectiveness.

BACKGROUND OF COMMITTEE PROCESS

Part V

The purpose of this section is to provide further details related to the Committee's development of the vision statements, goals, and objectives. This section also documents and summarizes pertinent Committee discussions that constitute the foundation upon which the final report is based. Specifically, in this section of the final report, the discussions that occurred during the Full Committee meetings, the Subcommittee meetings, and the Chairpersons' Interest Group meeting are summarized. If more details are needed beyond what is provided here, a complete copy of the minutes for each meeting are on file with the Legislative Service Bureau.

OCTOBER 10, 1991, MEETING

In preparation for the meeting, Committee members received a general background memorandum, regarding various studies of and statutory changes affecting Iowa's primary and secondary education system, and various materials relating to education reform initiatives in other states. The Committee also received copies of studies and education reform plans that were researched and developed by various groups with vested interests in aspects of the primary and secondary education system.

During the October meeting, the Committee viewed a videotape and received testimony regarding the current state of Iowa's education system, information that compares Iowa student academic performance with other states and countries, European and Asian education systems, various recommendations for changes in the current system, and various reform initiatives being proposed or carried out in other states and in the national arena. The presenters and brief summaries of their testimony are as follows:

Dr. William Lepley, Director, Department of Education: Dr. Lepley discussed various efforts made by himself and the Department of Education to investigate and initiate education reform in Iowa. He identified several specific areas for review by the Committee, several areas of potential concern, and expressed the Department and State Board of Education's desires to cooperate with the work of the Committee.

Mr. Frank Vance, Chief of the Bureau of Special Education, Department of Education: Mr. Vance discussed various education reform initiatives which are taking place in the area of special education in Iowa. He discussed how Iowa is addressing the two new special education categories of autism and head injury and the federally funded program for assistive technology. Mr. Vance described the Department's most significant current initiative, the "Renewed Service Delivery System," and the development of the Department's Special Education Funding Task Force's work on adjustments to special education funding.

Dr. Lee Tack, Administrator of Division of Planning and Accountability, Department of Education: Dr. Tack presented the Committee with evaluative information on Iowa primary and secondary student performance as compared with students in other states, including historical trends and current comparative data. He also presented a variety of statistics on aspects of Iowa's educational delivery system, including expected matriculation rates, numbers of school and high school districts, pupil-teacher ratios, and teacher salary levels.

Mr. Roger Foelske, Acting Chief of the Bureau of Technical and Vocational Education, Department of Education: Mr. Foelske discussed the impact that the education reform movement has had on vocational education, including the development of concepts such as performance transcripts and the increased potential for creative use of distance learning technology to provide program diversity. He discussed the various pieces of state and federal legislation that have generated vocational education reform in Iowa, including their respective goals and requirements, and the progress that has been made toward implementation of the new state vocational education standards. Mr. Foelske listed various federal grants that the Department has received for improvement of vocational education and reported on the status of the approval of the plan for administration of funds under the federal Carl Perkins Act.

Dr. Mark Grey, Professor of Sociology and Anthropology, University of Northern Iowa: Dr. Grey provided the Committee with a comparative analysis of the American versus the European and Japanese educational delivery systems. He described characteristics of the different systems, noted the differences in emphases, and recommended several areas for improvement in the American education system. Dr. Grey also suggested that some of the problems that America's education system is experiencing may be attributed to societal and parental attitudes toward education and the importance of the role that education plays in society.

Dr. John Tarr, Professor of Mathematics, University of Northern Iowa: Dr. Tarr discussed the results of a comparative study of student mathematics performance that was conducted at the University of Northern Iowa. The study, he informed the Committee, was released in 1981 and compared students in the United States and students in other countries and concluded that American students were far behind the rest of the world in mathematics education. The study, which was repeated in 1987, he said, compared the performance of Iowa students to those of students in other countries and concluded that Iowa students compared favorably to students in other countries, especially in areas that are generally heavily emphasized in Iowa curricula.

Ms. Angie King, President of Iowa State Education Association: Ms. King discussed the results of focus groups, conferences, and surveys initiated by the Iowa State Education Association (ISEA), which are summarized in a report produced by ISEA entitled "Time for a Change: A Report to the People of Iowa From the Teachers of Iowa." Ms. King listed the areas identified by the teachers as areas of need as follows: time, authority and responsibility, evaluation and accountability, and beginning at the youngest age possible.

Mr. Jamie Vollmer, New Iowa Schools Development Corporation and Iowa Business and Education Roundtable: Mr. Vollmer described the role that business plays in the

education of society's children as that of the consumer of the education system's product. He described the work of the Business and Education Roundtable in developing their report on the need for education reform and the history and composition of the New Iowa Schools Development Corporation. He also suggested that many of the reform plans being proposed by different education constituency groups are consistent with each other and identify the same basic goals of clearly articulating what a high school graduate must know, accurately measuring whether a student has achieved the desired outcome, creating an appropriate system of accountability within the education system, recognizing excellence within the system, and decentralization of decision-making authority to the building level. He added that more may need to be done to deregulate or change the way that education is regulated.

Mr. John Myers, Education Program Director of the National Conference of State Legislatures: Mr. Myers described the role of state legislatures in the education reform movement as that of goal and vision setting, encouragement of local innovation, providing the leeway for changes to occur, and keeping change within the confines of a discernible and predictable direction. He described the education reform initiatives which Oregon has undertaken and some of the challenges that state has yet to face in implementation of the reform package. Mr. Myers informed the Committee of the types of assistance that the National Conference of State Legislatures can provide to Iowa and to the Committee. He also provided an update on the progress that several states have made in the area of student assessment.

NOVEMBER 25, 1991, MEETING

Prior to the November 25, 1991, meeting, staff prepared an outline and charts describing the contents of four education reform initiatives developed by various entities that the Committee members had received copies of and about which members had expressed interest in hearing additional information. At the meeting, the Committee received in-depth information on the contents of the initiatives from proponents of the four initiatives developed by: Iowa State Education Association, Iowa Business and Education Roundtable, Iowa Department of Education, and New Iowa Schools Development Corporation. At the conclusion of the presentations of testimony, the Committee discussed various ways that the Committee could fulfill its duties and the potential challenges that Iowa's education system faces under current economic conditions. The presenters, the initiatives that they addressed, and a brief summary of their testimony are as follows:

Mr. Gerald Ott, New Iowa Schools Development Corporation (The Case for America 2000 in Iowa: An Educational Barn-Raising in America's "Field of Dreams"): Mr. Ott described the history and constituencies involved in the formation of the New Iowa Schools Development Corporation and the premises which form the bases for NISDC's response to a federal request for proposals. He noted that the NISDC proposal and other Iowa education reform proposals differ from those in other states in that the Iowa proposals are based on internally motivated change, whereas other states rely on external factors to motivate change.

Mr. James Sutton, Iowa State Education Association (Time for a Change: A Report to the People of Iowa From the Teachers of Iowa): Mr. Sutton described the process which culminated in the drafting of the report, identified the four major need factors emphasized by teachers surveyed, and noted that the development of a research and development mechanism is key to the implementation of any proposed changes. Mr. Sutton described the current education delivery system as an efficient means to an end, but said that the end results that today's society require are different from those that the system was designed to achieve. He also described some of the restrictive elements of the current system which he believes can preclude creative, individualized, or effective instruction techniques.

Mr. Jamie Vollmer, Executive Director of the Business and Education Roundtable (World Class Schools: The Iowa Initiative): Mr. Vollmer related the events which led to the formation of the Business and Education Roundtable and the development of the World Class Schools Report. He listed the assumptions upon which the report is based and described the kind of economy that children of the future will have to be prepared to deal with. Mr. Vollmer described the Roundtable's report as a nonprescriptive method for requiring and assessing achievement through a set of standards for what children should know, and pointed out that the only mandatory aspect of the report is the prekindergarten availability requirement.

Mr. Ted Stilwill, Department of Education (Education Is Iowa's Future: The State Plan for Educational Excellence in the 21st Century): Mr. Stilwill stated that the report was initiated through the Strategic Planning Council of the Department of Education. He said the report's main premises are that schools must change because the purpose of schools has changed and that change can and will occur through development of shared directions of the various education constituencies. He said the main recommendations are to reestablish what is expected of students and to set a process to establish state outcomes and assessment mechanisms. Mr. Stilwill also explained that the Department advocates education system changes, particularly in the areas of assessment and human resources, and the perceived role of the Department in fostering the proposed changes.

NOVEMBER 26, 1991, MEETING

At the November 26, 1991, meeting, the Committee received information about a strategic plan developed by the Area Education Agencies (AEAs) in response to the discussions about education reform. A brief summary of the morning presenters is as follows:

Mr. Al Wood, Chief Administrator of AEA 3 in Clinton; Mr. Ron Fielder, Chief Administrator of AEA 10 in Cedar Rapids; Mr. J. Gary Hayden, Chief Administrator of AEA 4 in Sioux Center (Statewide AEA Strategic Planning): The three presenters described the role that the Area Education Agencies can play in providing the resources and technology, including research and development, to districts to foster and promote positive education reform. They described some of the initiatives already taken by many of the AEAs to provide assistive technology resources to their constituent districts. They also described how the AEA infrastructure and partnerships can provide the appropriate information necessary to create the

appropriate climate for and abilities to change. They noted that most of their services in education reform are process-related, not instruction-related, services. The presenters also informed the Committee of the development of an informal AEA council, which is entirely voluntary in nature and will prove useful in coordinating and achieving statewide consensus on strategic planning.

Committee Discussion

At the conclusion of the testimony, the Committee discussed methods that the Committee could employ to fulfill its duties. Committee members noted that there appeared to be a consensus between the various education constituencies on the broad issues of education reform, but that when it came to specific changes, differences of opinion were apparent. During the process of discussing the broad issues and the role that the General Assembly plays in molding change, the Committee decided to create several subcommittees around the larger issues to identify short-term and long-term goals and to help the Committee develop its vision of the way that education in Iowa should be reformed. The Committee concluded that, if the subcommittees were to meet during Session, additional staffing assistance would need to be requested, but that it should not take the form of hiring a consultant.

The Committee briefly discussed, and received descriptions or copies of, several individual recommendations for short-term changes in the education system but did not act on those recommendations. At the conclusion of the meeting, the Committee received copies from Dean Switzer of the state of principles developed by The Renaissance Group, a group of presidents and deans of education from various higher education institutions, and later received copies of a set of premises for articulated comprehensive education reform which had been developed by the deans of education at the three state universities and Drake University. Members of the Committee were also given the opportunity to state their preferences as to subcommittee assignment, with the final assignment duty being left to the Chairperson of the Committee. The Committee also approved a set of preliminary process recommendations.

1991 Preliminary Committee Process Recommendations

1. That a request be submitted to the Legislative Council to employ an administrative assistant to organize and provide research services for Committee or subcommittee meetings that are held during the upcoming legislative session.

2. That the Committee divide into three subcommittees to study school structures, human and technological resources, and student learning and development. A list of subcommittees and their corresponding subject matter areas of concern was listed earlier in the Executive Summary under the Issues Addressed heading.

3. That the General Assembly endorse a method by which schools can obtain a waiver of school standards to allow schools and school districts to achieve comprehensive systemic change and to explore new methodologies, and creative

approaches designed to help students achieve at higher levels, provided that the waiver does not have the effect of lowering the standards or expectations for student achievement or does not provide schools and school districts with an easy opt-out mechanism from the minimum standards.

In January 1992 a progress report was submitted to the Legislative Council. Interviews for an administrative assistant were held during the month of February. Ms. Bobbretta Williams Brewton was retained as administrative assistant to the Committee. The administrative assistant worked with other Legislative Service Bureau staff to coordinate the activities of both the Full Committee and the Subcommittees, and assisted in the preparation of the final report. Below is a description of the 1992 meetings.

SUMMARY OF SCHOOL STRUCTURES SUBCOMMITTEE MEETINGS

The School Structures Subcommittee met three times following the initial meeting held in conjunction with the Full Committee meeting of May 19, 1992. Co-Vice Chairperson Representative Ollie was named Subcommittee Chairperson. Other members of the Subcommittee were: Senator Mark Hagerla, Senator Jean Lloyd-Jones, Representative Dennis Cohoon, Representative Steven Grubbs, Ms. Karen Thomsen, and Mr. Jonathan Wilson.

On June 8, 1992, the Subcommittee convened for a full day in Des Moines. Staff members from the Department of Education, Mr. Guy Ghan, Mr. Ted Stilwill, and Ms. Edie Eckles, presented information related to school reorganization, site-based decision making, and school transformation. A statewide panel of practitioners and interest group members shared many of their real-life, on-the-job work experiences in which site-based management and shared decision making concepts are utilized. Members of the panel were: Ms. Laurie Musel, Iowa PTA; Dr. Gerald Conley, Principal, Theodore Roosevelt High School, Des Moines Public Schools; Ms. Cynthia Martinek, Elementary Principal, CAL Community Schools; Dr. Jim Blietz, Executive Director, AEA XIII; Mr. Gerald Ott, Executive Director, New Iowa Schools Development Corporation; and Ms. Jacquie Easley, School Board Member, Des Moines Public Schools.

On July 13, 1992, the Subcommittee met for a full day work session at the Lindquist Center on the campus of the University of Iowa in Iowa City. Dr. Richard Ferguson of the American College Testing Service (ACT) in Iowa City spoke on the behalf of ACT and the Education Committee of the Iowa City Chamber of Commerce. Dr. Ferguson urged state legislators to promote and fund business and education partnerships on a statewide basis. Mr. Jamie Vollmer of the Iowa Business and Education Roundtable gave an overview of the activities of the Roundtable. He further explained that the purpose of the Roundtable is to be a "critical friend" to education and to support the state in developing a systemic plan for school transformation. Ms. Myrt Levin of the Iowa Business Council encouraged the Subcommittee to focus upon the bottom 50 percent of pupils who she believes will determine Iowa's economic future. According to Ms. Levin, neither the standard of living nor the quality of life in America will be improved unless the bottom 50 percent of students attain better skills and become more competitive.

Following the panel presentation, Mr. Ted Stilwill and Mr. Dwight Carlson, administrators from the State Department of Education, presented to the Subcommittee information concerning the state's role in facilitating school transformation and regulating state accreditation standards. After the Department of Education presentations, the Subcommittee members resumed their work of identifying and developing vision statements, goals, and objectives. As a follow-up, on September 14, 1992, the Subcommittee members met for two and one-half hours in the evening to review their proposed vision statements, goals, and objectives. The members also discussed possible bill requests that would support some of the concepts to be presented at the Full Committee meeting. Below is a summary of the vision statements, goals, and objectives that constitute the recommendations of the School Structures Subcommittee. For a complete listing of the Subcommittee's recommendations as amended and approved by the Full Committee, refer to Section IV of the report.

Summary of School Structures Recommendations

- Explore methods to encourage innovation, increase efficiency, and promote parental involvement without creating inequitable, unfair practices.
- Develop goals related to shared decision making and accountability.
- Establish outcomes and broaden the decision-responsibilities of individual schools.
- Utilize technology to improve the state reporting processes.
- Consider the granting of school waivers.
- Explore the financing of more and better summer school programs.
- Give consideration to those activities that can be implemented immediately with little or no cost involvement.
- Reestablish the Human Growth and Development Councils.

SUMMARY OF HUMAN AND TECHNOLOGICAL RESOURCES SUBCOMMITTEE MEETINGS

The Human and Technological Resources Subcommittee met twice following their initial organizational meeting held in conjunction with the Full Committee meeting of May 19, 1992. In addition to Subcommittee Chairperson Michael Blouin, the following were named to serve on the Human & Technological Resources Subcommittee: Senator Wally Horn, Senator Jim Lind, Senator Richard Varn, Representative Don Hanson, Representative Mark Shearer, Ms. Ruth White, and Dr. Tom Switzer.

On June 19, 1992, the Subcommittee convened at the Schindler Education Center on the campus of the University of Northern Iowa in Cedar Falls. The Subcommittee members continued their study of human and technological resources in educational environments which began during the organizational meetings. To gain more insight into the issues, the Subcommittee reviewed school transformation and legislative initiative materials compiled and presented by Ms. Gail Sullivan, Administrative Consultant from the Department of Education. In addition, Senator Varn presented a nationwide overview of the trends in educational technology. Following the presentations, the members first approached their task by developing vision statements, goals, and objectives related to the Subcommittee's charge.

On September 14, 1992, the Subcommittee members met for another full day work session in Des Moines at the Statehouse to finalize the vision statements, goals, and objectives that had been developed at the previous meeting. Ms. Brewton gave an overview of the Subcommittee's activities and highlighted the proposed recommendations. Following her report, Mr. Michael Blouin, the Chairperson for the Human and Technological Resources Subcommittee, entertained questions from the Full Committee members. The discussion included questions and comments related to teacher compensation and preparation and the use and preparation of paraprofessionals. Following the discussion, the Subcommittee members approved the list of vision statements, goals and objectives which constituted their set of recommendations to be presented to the Full Committee. Listed below is a digest of the recommendations developed and approved by the Human and Technological Resources Subcommittee. For a complete listing of the Subcommmittee's recommendations as amended and approved by the Full Committee, refer to Section IV of the report.

Summary of Human and Technological Resources Recommendations

- Provide for inclusion of diversity and equitable access to educational opportunities.
- Make provisions for the time and preparation of educators.
- Support staff development and continuing education opportunities for teachers and consider the options in providing more noninstructional time.
- Study and consider the resources available for increasing teacher compensation.
- Support the funding of school transformation activities, and identify alternatives which reduce duplication of services and rechannel existing allocations.

SUMMARY OF STUDENT LEARNING AND DEVELOPMENT SUBCOMMITTEE MEETINGS

In addition to Subcommittee Chairperson Senator Connolly, the following members were named to serve on the Student Learning & Development Subcommittee: Senator William Dieleman, Senator Mary Kramer, Representative Horace Daggett, Representative Mary

Neuhauser, Representative Don Shoultz, Ms. Karen Goodenow, and Mr. Stan Van Hauen. To complete their work, the Subcommittee met three times in addition to the initial meeting held in conjunction with the Full Committee meeting of May 19, 1992.

On June 9, 1992, the Subcommittee convened for a full day in Des Moines. Dr. Charles Bruner, a former member of the Iowa Senate and currently Director of the Child and Family Policy Center, was invited by Subcommittee Chairperson Connolly to give a presentation concerning the status of children and families in Iowa. Dr. Bruner suggested that what is needed most in Iowa is a statewide, systemic approach to delivering services to children and families. Dr. Bruner explained that each community should conduct a needs assessment and develop a comprehensive strategy to meet the needs of children and families in their own individual localities.

On July 9, 1992, the Subcommittee met for another full day session in Des Moines. A panel of representatives from various educational associations and public interest groups was invited to speak to the Subcommittee and address the issues related to student learning and development. Ms. Carolyn Jons, Vice President for the Iowa Association of School Boards (IASB) and a member of the Ames School Board, emphasized the importance that student learning must play in any school reform effort and expressed IASB's desire to be an integral part of the public discussion related to improving student learning and development. She further emphasized that communities should be allowed to develop their own local reform efforts; and reform will not be as effective if imposed through the state mandate process. Ms. Carmen Abdullah, representing the Governor's Youth Conference, emphasized the importance of parental involvement and timely academic counseling, particularly at the senior high school level. Ms. Abdullah also stressed the need for more minority teachers and other professional minority adult role models, especially during the elementary and middle school years when a greater number of minority students should be envisioning their careers and formulating their goals for the future.

Dr. Stan Jensen, Rural Schools of Iowa, noted that the recent legislation allowing for the waiver of some standard is very helpful, but believes it is neither broad nor comprehensive enough. An alternative accreditation process is needed, he said, to allow schools, especially those in rural areas, to make more efficient use of their resources. He further stressed the importance of providing adequate funding for distance learning which, he believes, will permit greater sharing of teaching and learning resources. Mr. Gerald Ott, from the Iowa State Education Association (ISEA) and the New Iowa Schools Development Corporation (NISDC), noted that the following systemic components are essential for change: on-site consultation, programming, training, budgeting, decentralized decision making, problem-solving/action research, comprehensive assessment of the school and its faculty, electronic network capabilities, parental involvement, and volunteerism.

Ms. Veronica Stalker, Assistant Superintendent of the Urbandale School District, stated that the barriers to reform are time and graduation requirements. Extending the school year instead of basing graduation on "seat time" would be of assistance to districts, she contended. Dr. Gary Wegenke, Superintendent of Des Moines Public Schools and representing the Urban Education Network, defined school transformation as the agent of change of educational

systems that affects student outcomes, professional development, and school organization or governance. The focus of transformation, he added, must be on teaching and learning, given the constraints of efficiency, effectiveness, and equity. In closing, Dr. Wegenke outlined the three recommendations offered by the Urban Education Network: define and chart the course for school transformation in Iowa, establish evaluation components and indicators for success, and encourage community collaboration by continuously sharing the vision with the public. Mr. Ed Dickerson, from the Iowa Home Educators Association, discussed the perspectives of persons who educate their own children. He reminded the Subcommittee members to always consider the home educators in planning for educational reform.

Ms. Sue Donielson, from the Department of Education, noted that the same message is being conveyed by the various educational groups within the state. Schools of the future, she added, should be sufficiently fluid and flexible enough to accommodate the changing needs of children and their families. She listed several measures in law that are supportive of reform, such as the creation of the child development coordinating council, the family support bill, and the family resource center legislation. Dr. Roger Kueter, Head of the Department of Teaching at the University of Northern Iowa (UNI), presented to the Subcommittee information related to the partnership between the University and the Janesville School District. He stated that the affiliation between the two organizations is based in the context of a broader model of cooperation which includes the Janesville School District, the College of Education, Office of Student Field Experiences, and the Laboratory School of the University of Northern Iowa. Dr. Kueter described the Janesville-UNI affiliation as a cooperative model, the initial foundation upon which a number of possibilities in the area of school transformation can be explored.

On August 18, 1992, the Subcommittee members met for another full day work session in Des Moines at the Statehouse. Initially, the Subcommittee members involved themselves in the development of a vocabulary list which could be used as a point of departure for legislators when discussing school transformation. The Subcommittee tabled the discussion and suggested that the K-12 vocabulary list be forwarded to the Full Committee. The members then revised and approved their set of vision statements, goals, and objectives which would be presented to the Full Committee as the set of recommendations from the Student Learning and Development Subcommittee. Below is a digest of the Subcommittee's recommendations. For a complete listing of the Subcommittee's recommendations as amended and approved by the Full Committee, refer to Section IV of the report.

Summary of Student Learning and Development Recommendations

- Provide for developmentally appropriate early childhood education.
- Allow for professional discretion when making educational decisions.
- Support activities and programs which increase the involvement of parents.

- Encourage intra-agency collaboration of services provided to children and families.
- Give consideration to current teacher/student ratios and explore alternatives.
- Make provisions for electronic reporting and recordkeeping.
- Address the issues related to outcomes, standards and student assessment.

SUMMARY OF IMPLEMENTATION SUBCOMMITTEE MEETINGS

Prior to the close of the September 15, 1992, Full Committee meeting, Chairperson Michael Blouin obtained approval from the members to establish a fourth Subcommittee. The Implementation Subcommittee members were charged with the tasks of examining the Subcommittee reports and identifying the mechanisms for implementation. Vice Co-chairperson Senator Mike Connolly was appointed Implementation Subcommittee Chairperson. The other members named to serve were:

Senator Richard Varn
Senator Mary Kramer
Dr. Tom Switzer
Dr. Ruth White
Ms. Gail Sullivan, Ex Officio
Representative Art Ollie
Representative Horace Daggett
Representative Don Shoultz
Representative Don Hanson
Representative Mary Neuhauser

Prior to the Implementation Subcommittee meetings, Legislative Service Bureau staff completed several advance preparation tasks assigned by Chairperson Blouin and Co-Vice Chairpersons Senator Connolly and Representative Ollie. First, a fifty-state analysis of education reform progress was conducted to ascertain what kinds of transformation activities were occurring across the nation. Second, the objectives contained in each of the three Subcommittee reports were compiled into a set of decision-making modules. This task of clustering related ideas and concepts was completed with assistance from two consultants within the Department of Education. While the content of the objectives was not altered, the listing of the objectives was reorganized to clarify and expedite the process of determining the priorities of the K-12 Committee. Finally, to assist the members of the Subcommittee in identifying the mechanisms for implementation, staff developed an action planning matrix.

The first meeting of the Implementation Subcommittee was held on November 17, 1992, on the campus of the University of Iowa in Iowa City, Iowa. The meeting began with an opening statement from Subcommittee Chairperson Senator Mike Connolly. Ms. Brewton presented an overview of trends in educational reform across the fifty states. She also shared selected documents from the fifty-states vertical file. The members indicated a high level of interest in the Utah Education Reform intent bill. Later, Ms. Gail Sullivan, Legislative Consultant for the Department of Education and Ex Officio member of the Implementation Subcommittee, presented a report outlining the Department's current activities and anticipated legislative proposals.

To obtain consensus, the Subcommittee members participated in an informal rank ordering survey. After consensus was attained as to the degree of importance of each objective, the members assessed the probability of accomplishment, noting which objectives could be achieved within the biennium and which objectives would require a long-range plan. After the rank ordering was completed, Senator Varn introduced an idea for supporting and increasing the use of technology in Iowa schools. The idea was well received by the Subcommittee members who decided to recommend its inclusion in the K-12 final report.

The second meeting of the Implementation Subcommittee was held in Des Moines, Iowa, on the morning of December 8, 1992, at the Statehouse. The Subcommittee considered materials listing the objectives developed by the Full Committee in order to determine: the action necessary, responsibility, and accountability for each of the objectives. Ms. Gail Sullivan distributed to Subcommittee members a summary of the Department of Education's recommendations for implementation of the K-12 Education Reform Interim Report.

Dean Switzer expressed concern that after the Committee's report is published, and various individual recommendations are enacted, the holistic nature of the report will be lost. He asked if the Legislature could create a monitoring group. Subcommittee Chairperson Connolly proposed that the recommendations to the Full Committee include the establishment of an ongoing joint legislative committee to monitor the implementation of the Committee's recommendations. Senator Varn suggested that legislative members of the joint committee should include the chairs of certain concerned standing legislative committees, such as Economic Development and Human Services. The Subcommittee approved both recommendations. The Subcommittee agreed that if approved, the recommendation for the joint committee should provide for a first meeting no later than 30 days into the 1993 Legislative Session.

The Subcommittee agreed that Senator Varn's computer initiative, which he introduced during the first Subcommittee meeting, should be recommended for inclusion in the Full Committee's report. In discussion, the cost of purchasing a computer was likened to the cost of purchasing textbooks. However, Senator Varn indicated that private sector services and contributions could reduce the costs to parents and schools. The Subcommittee asked him to elaborate on his proposal and present it to the Full Committee.

Subcommittee Chairperson Connolly introduced the "campus compact" concept to Subcommittee members. He explained that regents institutions of higher education should encourage students to get more involved with community life. He indicated that successful campus/community service programs are based upon encouraging the voluntary participation of students. Representative Neuhauser pointed out that students already are expected to earn 30 percent of the cost of a college education, and that it would be difficult for students to make an ongoing commitment. Subcommittee Chairperson Connolly suggested that volunteerism for a community service program could be a component in the financial aid package. Senator Kramer suggested that community service could be incorporated in classwork. Senator Varn suggested incorporating community service in the workstart programs created by House File 2287. He also noted that a similar program exists in the Code in Section 261.88, but has

never been funded. The Subcommittee agreed to recommend Subcommittee Chairperson Connolly's "campus compact" proposal to the Full Committee.

Subcommittee Chairperson Connolly agreed with Senator Kramer's assessment that one of the perceived goals of the Committee is to identify the pieces that compose school transformation, rather than develop specific initiatives. Senator Kramer then indicated that the Committee's final product should be a blueprint for school transformation. Ms. Sullivan noted that the Department considers the Committee work of primary importance and would welcome any specifics. The Subcommittee discussed whether the Committee's report would be perceived as overly directive. They also discussed funding recommendations and accountability, but could not reach agreement for further recommendations. The Implementation Subcommittee recommendations were submitted in the final Full Committee meeting held in the afternoon of December 8, 1992.

Implementation Subcommittee Recommendations

- Subcommittee Chairperson Connolly proposed that the Subcommittee recommend that the Full Committee authorize the drafting of a comprehensive piece of legislation describing the education reform intent of the Committee based upon the Committee's months of work. He told the Subcommittee that the legislation, among other things, should address technology and early childhood education. He suggested that the Committee's vision statements, goals, and objectives be incorporated into the legislation, and include a provision for an ongoing joint K-12 education reform committee. He also recommended the inclusion of intent language related to Senator Varn's technology proposal, and a statement on community volunteerism. Special legislative bills complementing the enabling legislation could later be enacted to achieve the objectives of the Committee, according to Subcommittee Chairperson Connolly. The Subcommittee approved his proposals and suggestions as described.

- The Subcommittee asked Ms. Sullivan and the Legislative Service Bureau staff to place the Department's initiatives into the matrix, determining who is responsible for implementation, and who shall be held accountable. This information was then forwarded as the recommendations from the Implementation Subcommittee to the Full Committee for further consideration.

SUMMARY OF NOVEMBER 16, 1992, CHAIRPERSONS' MEETING

At the request of various interest groups, the Full Committee agreed to an informal meeting between the Subcommittee Chairpersons Michael Blouin of the Human and Technological Resources Subcommittee, Senator Mike Connolly of the Student Learning and Development Subcommittee, and Representative C. Arthur Ollie of the School Structures Subcommittee. The purpose of the meeting was to ascertain responses to the preliminary

Committee report and to engage in constructive dialogue with the interest group representatives to identify strategies for implementation. Chairperson Blouin extended an invitation to any Committee member who wished to attend but noted that because of the meeting's informal nature, neither per diem nor travel expenses would be allowed.

Subcommittee Chairpersons Senator Mike Connolly and Representative C. Arthur Ollie opened the meeting at 7:03 p.m. on November 16, 1992, and welcomed those attending the Subcommittee Chairpersons' Meeting in Room 301S of the Lindquist Center at the University of Iowa. Mr. Michael Blouin, Subcommittee Chairperson of Human and Technological Resources, was out of the country and could not be in attendance. In the audience to hear the presentations and participate in the discussions were other representatives from educational interest groups, as well as Senator Wally Horn, Representative Horace Daggett, Representative Mary Neuhauser, and Dean Thomas Switzer. Interest group representatives attending and giving presentations to the Subcommittee Chairpersons were as follows:

- Mr. Jay Horstman
  Iowa Association of School Boards

- Mrs. Gail Sullivan
  Iowa Department of Education

- Ms. LaMetta Wynn
  Iowa Education Braintrust

- Ms. Laurie Musel
  Iowa PTA

- Ms. Jan Reinicke
  Iowa State Education Association

- Ms. Jodie Butler Greenhoe
  New Iowa Schools Development Corporation

- Mr. Kelly Schlapkohl
  School Administrators of Iowa

Overall, the presenters were very complimentary and encouraged the members to continue their work in developing a framework for student achievement. Following each presentation, an open discussion was held between the presenters, the Chairpersons, and those individuals seated in the audience. Below is a list of suggestions which surfaced from those discussions:

Specific Activities for School Transformation in Iowa Suggested by Iowa Educational Associations and Interest Groups

- Reinstate the school funding formula.
- Develop long-range local school transformation plans which include the participation of parents and communities in the formation of the plans.
- Offer appropriate training and education for parents involved in site-based management and other educational activities.
- Use Phase III moneys to pay teachers and not to cover the cost of other projects.
- Require a simple majority to pass bond issues.
- Allow only certified teachers to educate students -- paraprofessionals should not instruct.
- Establish a public preschool.
- Set and achieve the goal of immunization for 100 percent of two-year-olds.
- Support school breakfast and lunch programs.
- Establish a mandate to limit students' employment hours.
- Implement Committee recommendations without additional cost to the local school districts. Support those recommendations which require additional funding for implementation by the local school districts.
- Support the reinstatement of the state's funding formula.
- Establish sufficient allowable growth to support the recommendations that require additional funding.
- Keep children of color participating in school and determine the reasons children of color leave school or cease participating.
- Recommend efforts to bring people of color to Iowa, to introduce them to the communities and make them feel welcome.
- Distribute the K-12 report to every school building in the state.

- View the K-12 report as an eight-year plan to create world-class schools.
- Acknowledge that significant school reform cannot take place without significant money at the implementation stage.
- Squeeze out inefficiencies and make the hard decisions to restructure state government.
- Encourage the private sector to allow employees time off from work to visit their children's schools.
- Make parenting classes available.
- Identify as a priority the Committee's goal to "Study and redesign the Iowa vocational-technical curriculum to ensure that students entering the workforce have marketable skills." Generate new revenues or shift the way money is currently being spent.
- Support returning to the school aid formula, because it is predictable and allows for long-term planning.
- Place more responsibility at the building level.
- Outline how accountability will be accomplished.
- Do not prescribe the details of transformation, but rather offer guidance, reinforcement, and encouragement.

SUMMARY OF FULL 1992 COMMITTEE MEETINGS

The Full Committee met on May 19, 1992, at the Statehouse in Des Moines, Iowa. Staff presented a report highlighting the education legislation for the 1992 Legislative Session, and summarizing the interviews that had been conducted with the authors of the four major Iowa education status reports. Overall, the chief representatives who assisted in authoring the four major education reports felt that the attitudes of the K-12 Committee and their organizations are very similar. The representatives conveyed a great deal of respect for the work of the other three organizations. This was a clear indication to the K-12 Committee that education in Iowa is on the right track as no one suggested a need for a further study of the educational environment in Iowa. Each representative felt that little would be gained if the K-12 Committee spent its time writing another report and generating another list of recommendations. Because the reports were so timely and valid, the K-12 Committee felt that the reports provided an excellent starting point for their own committee work. Staff also presented a summary of the two Phase III evaluation reports, one conducted by the North Central Regional Educational Laboratory (NCREL) and one completed by the State Auditor, Richard Johnson.

The Subcommittees were convened for an initial meeting to chart their course of study. Following the Subcommittee work sessions, Chairperson Blouin reconvened the Full Committee to hear the reports from each of the Subcommittees. Senator Connolly reported that the Student Development and Learning Subcommittee would be inviting experts to present their views. The topic of technology and how it relates to student development and learning were also discussed. In addition, the Subcommittee planned to explore six or seven areas for pilot projects aimed at school transformation. Representative Ollie reported that the School Structures Subcommittee had identified several areas of concern that may ultimately be the basis for new legislation. This Subcommittee also endorsed the idea of pilot testing. Chairperson Blouin noted that the Human and Technological Resources Subcommittee planned to develop a list of proposals based on the findings of the four education reports.

Following the Subcommittee reports, a brief discussion was held concerning funding and pilot projects. Other areas of concern discussed included educational leadership and direction. It was noted that educators in the field are searching for answers. It was stressed that educators want help, but they do not necessarily want it in the form of more mandates. In addition it was suggested that many districts are now piloting model programs on their own. Chairperson Blouin surmised that this area of concern will be addressed more precisely in the fall when all Subcommittee reports are finalized. The next Full Committee meeting was scheduled for September 15, 1992, in Des Moines at the Statehouse.

Chairperson Blouin opened the September 15, 1992, meeting with a brief overview of the past activities and entertained a discussion related to the upcoming activities. Representative C. Arthur Ollie was recognized to present the report from the School Structures Subcommittee. He stated that the Subcommittee members attempted to develop vision statements, goals, and objectives that would provide a framework for local level decision making. The School Structures Subcommittee members were sensitive to overlapping programs and services, he said; consequently, they do not recommend establishing new entities when existing resources could be realigned, redesigned, or reassigned. Representative Ollie indicated that the State Department of Education is in the process of identifying standards and outcomes, and it will be the responsibility of the local districts to support and assist students in meeting the standards. He conceded that the issues of mandates and funding are double-edged. One of the greater challenges of the K-12 Committee, he noted, will be identifying ways to fund programs without the traditional mandates and regulations.

Ms. Brewton was recognized to give a report from the Human and Technological Resources Subcommittee. Following her report, Chairperson Blouin, who also acted as Chairperson for the Human and Technological Resources Subcommittee, entertained questions from Committee members. Most of the questions were related to teacher compensation and preparation, use of paraprofessionals, and university accreditation.

Subcommittee Chairperson Senator Mike Connolly was recognized to present a report from the Student Learning and Development Subcommittee. He gave a brief overview of the Subcommittee's activities and highlighted the proposed ideas. According to Senator Connolly, the Subcommittee found that the Iowa school curriculum should be more child centered, and

that the best place to invest educational resources is in early childhood education and family services. Following his report, Senator Connolly entertained questions from Committee members. Most of the questions related to vocational education and family support services.

Following the noon recess, Chairperson Blouin reconvened the meeting and began the discussion of amendments to the Subcommittee reports. Each of the reports included vision statements, goals, and objectives for the areas of study considered by the Subcommittees. The members began their comments with the first Subcommittee report and then proceeded sequentially through each report. At the close of the discussion, Chairperson Blouin asked for a motion to approve the three Subcommittee reports as amended and the three reports were accepted unanimously.

Chairperson Blouin thanked the members for their effort and commitment to remain with the task. He also reminded them of the upcoming meetings and activities. He urged the Implementation Subcommittee members to begin thinking about bills and specific legislation that would support the concepts contained in the reports. Dean Switzer suggested that the Department of Education examine the reports and recommend ideas for implementation. Chairperson Blouin agreed and reiterated that Ms. Gail Sullivan was appointed to the Implementation Subcommittee as an ex officio member for that purpose.

Chairperson Blouin opened the final meeting of the K-12 Education Reform Study Committee on December 8, 1992, at the Statehouse in Des Moines, Iowa. He noted that the House Republican members had an unavoidable meeting conflict, but would be available for important Committee votes. Subcommittee Chairperson Connolly reviewed the Implementation Subcommittee's recommendations.

Chairperson Blouin asked staff to review a Committee progress report draft that with Committee approval will be used as a basis for the Committee's final report. As requested by Senator Connolly, staff also reviewed Senate Concurrent Resolution 24, the resolution that had requested the Legislative Council to establish the K-12 Education Reform Study Committee.

At the direction of the Implementation Subcommittee, the Legislative Service Bureau staff provided the vision statements, goals, and objectives in the form of a Human and Technological Resources and Investments Action Planning Matrix, School Structures Action Planning Matrix, and a Student Learning and Development Action Planning Matrix. The "Action Necessary" column of each matrix was completed based upon the Implementation Subcommittee's recommendations. Ms. Sullivan of the Department of Education and staff from the Legislative Service Bureau had also filled in the "Who is Responsible" and "Accountability" columns of the matrix in accordance with the intent of the Implementation Subcommittee. Each of the Subcommittee Chairs reviewed for Committee members their Subcommittee's matrix. Mr. Jonathan Wilson suggested that the Committee fill in any blank cells.

In Committee discussion, after Subcommittee Chairperson Ollie's review of the School Structures matrix, members agreed that schools should not be required to produce new reports, but rather to use new methods of reporting for better effectiveness and understanding. Both

Mr. Wilson and Senator Kramer mentioned the need to provide incentives for the objectives and actions outlined in the matrix. Funding for school restructuring and the need for a strategic plan were discussed, but Chairperson Blouin suggested that funding matters should be left to the Legislature and the Governor. He submitted that the Committee's recommendations should provide a framework for action.

The Committee also discussed professional development for teachers, and it was noted that the private sector often pays for professional development for employees, while teachers, on limited salaries, must pay for their own. Chairperson Blouin observed that the objective of "providing a continuum of learning opportunities for Iowa teachers in Iowa colleges and universities" does not imply that the state will pay for a teacher's professional development. Debate ensued over a suggestion to strike the words "in Iowa colleges and universities" from the objective. Members overall felt that teachers should be able to go to any qualified college or university in the nation for professional development, while another argument was made that Iowa's institutions of higher education should be supported. The Committee approved a motion to strike "in Iowa colleges and universities."

Chairperson Blouin recognized Senator Varn for his computer initiative presentation. He began by noting that certain funds currently being spent in school districts could be saved by using computers. He suggested that vendors, computer industry companies, phone and cable companies, among other private sector companies, would benefit if a computer were in each Iowa student's home, even though each vendor would be expected to help pay for the system. Computers could be bought in bulk for more savings, he indicated. The plan, he suggested, would benefit Iowa's students and would boost Iowa's economy. The Committee unanimously approved including Senator Varn's computer initiative as part of the Committee report.

The Committee stood at ease until the Republican House of Representative members arrived. Chairperson Blouin permitted the members a few minutes to familiarize themselves with the matrix and the changes made by the Committee. He then proposed a vote be taken on the matrixes as corrected and the preliminary report. The matrixes and the report would be retyped by the Legislative Service Bureau, and sent to all members. The members would be given time to review the material, and would then be telephoned by the Legislative Service Bureau for a final vote. If approved, the Final Report, he said, will be sent to the Legislative Council as the Committee's recommendations, and the Legislative Service Bureau staff would be instructed to draft appropriate enabling legislation. Senator Connolly moved the matrixes as corrected by the Committee and the Committee indicated its approval.

Chairperson Blouin announced that the Committee was in recess until the final vote, with adjournment upon the vote of the twenty-third member to be contacted for the telephone vote. Following receipt of the twenty-third vote, Chairperson Blouin officially adjourned the Committee, according to the rules of the Committee, on December 18, 1992, at 12:20 p.m. The vote was: 17 yes, 2 no, and 4 abstaining. Full Committee members were notified by letter of both the adjournment and approval of the K-12 final report, entitled Blueprint for School Transformation.

FIFTY-STATE ANALYSIS

OF

EDUCATIONAL REFORM ACTIVITIES

Part VI

FIFTY-STATE ANALYSIS OF EDUCATIONAL REFORM INITIATIVES PERTINENT TO THE IOWA K-12 INTERIM COMMITTEE

Summary

THE CHARGE AND PROCESS

On September 15, 1992, Senator Mike Connolly, Subcommittee Chairperson of the Implementation Subcommittee of the K-12 Education Reform Interim Study Committee, requested that Ms. Bobbretta M. Brewton, Administrative Assistant, conduct a state-by-state analysis of education reform in the United States. The fifty-state analysis was completed on November 13, 1992, and submitted for review by the Implementation Subcommittee at their first meeting in Iowa City, Iowa.

Specifically, the charge was to provide a cursory overview and summary of the numerous reform initiatives that are being planned and implemented nationwide on a daily basis. Because of the number of changes occurring across America, it was virtually impossible to describe and single out every activity in each one of the states. Consequently, this summary contains concise notations of those activities which may be of interest to the members of the K-12 Committee. Clearly, this document is to serve only as a source of reference to the Committee members. It is not the intent of the Committee to use this summary as an instrument for state-by-state comparison. To do so would be a misuse of the information so graciously submitted by each state.

Initially, each of the reform committees in other states were contacted by letter requesting a profile of their activities. Secondly, the remaining states, which did not have specific reform committees, were contacted by letter, telephone or fax to obtain information related to their own state initiatives. Finally, a copy of the information gathered was sent back to Legislative Staff of each state for verification, amendments, and/or updates. Twenty-five states responded by letter, phone or fax. Numerous individuals from across the 50 states were excited about the K-12 Committee's efforts to gather this type of information and willingly forwarded pertinent documents concerning educational reform in their state. In addition, various national agencies and associations, such as the Education Commission on the States (ECS), Council of State Governments (CSG), and the National Conference of State Legislators (NCSL), were contacted and interviewed. Each organization submitted printed information which proved to be useful in obtaining a profile of various state initiated reform activities. All of the materials have now been sorted and are filed with the Legislative Service Bureau Office.

In order to provide useful information to the Committee members, the literature search and interviews were structured to garner a greater understanding of the types of initiatives that were being discussed in education and the kinds of legislative policies that were being enacted to promote the actualization of the initiatives. Consequently, the survey began with a comprehensive review of the literature related to school reform, and a series of interviews with legislative and executive level officials in various states. The survey concluded with an

examination of state education reform documents and an overall analysis of nationwide initiatives based upon the following key study areas of the K-12 Committee:

1. Authority within the schools
2. Systemic accountability
3. General school operations
4. School/educational climate within schools
5. Access to educational opportunities
6. Business/community/agency partnerships
7. Information technologies
8. Physical infrastructure
9. Human infrastructure and affirmative action
10. Educator preparation and development
11. Curriculum
12. Student assessment
13. Family support and early childhood education

OVERVIEW OF EDUCATION REFORM IN THE UNITED STATES

Outside of the educational reforms that followed the Brown vs. Topeka decision and the launching of Sputnik in the late 1950s, there has been no more provoking event than the release of the 1983 Report by the National Commission on Excellence in Education. From that point, there emerged a groundswell of consciousness-raising activities which were manifested in the forms of roundtable business groups, special commissions, blue ribbon committees, state-level task forces, education reform committees, etc. The majority of educational stakeholders welcomed the opportunity to come together and improve the way in which schools were conducting business. There was not a shortage of help; in fact, the educational skeptics of the seventies who had been longing to get involved in an accountability and reform movement were more than eager to accept appointments to committees, task forces, and commissions. According to Chris Pipho, Director of the Information Clearinghouse for the Education Commission of the States and the Stateline Writer for Kappan

magazine, these specially appointed groups either proposed, instituted, and/or amended a number of reform initiatives. (36)

Since 1983, the records show that states have generated more rules and regulations governing education than were generated in the previous 20 years. In addition, between the two-year period of 1984-86, more than 700 statutes were enacted. About this time, the complexity of reform and its political implications became clear. Many interested individuals grappled with the realities of changing schools in a meaningful manner and balancing the needs within the human structure of the school. Since the mid to late eighties, school reform has been described by many leading experts as a dimensional process. Below is a description of the dimensions as defined by Professors Thomas Timar and David Kirp. (40)

> Authorized Movement: The official version of school reform whereby the state takes charge in defining excellence and attempts to achieve its goals through state mandates and legislation.
>
> Localist Movement: The version of school reform that is comprised of local interpretations and responses to official versions of reform and state-initiated mandates. Local pressures for change, local capacity to act, and competing demands such as budgets and political agendas determine the extent to which local districts comply with or sabotage the mandates.
>
> Conversationalist Movement: The mood that is reflected in the rhetoric of schooling. The attitudes of educators and their perceptions of their own roles and responsibilities within the conceptual framework of reform.
>
> Integrated Movement: The movement that results in successful transformation. It is a combination of the authorized, localist, and conversationalist movements. In this movement, the dimensions are interdependent and mutually reinforcing. While the state leaders define state interests and expectations, and allocate resources, the localists are free to define implementation and practice and the conversationalists feel empowered by the new freedom and inclusion.

Based on the behaviors of each group, Timar and Kirp found that there are three basic models used to transform schools. The model used is dependent upon a number of factors, including the readiness level of the educators and management sensitivity in orchestrating the reform initiatives. Most often, the omnibus education reform bills are based on a rational planning model, utilizing top-down approaches and mandating new rules and regulations. The market incentive models appear to be more sensitive to local needs. Even though the state establishes the rules and regulations, local districts have the option of participation. The financial incentives attached to compliance are oftentimes motivators for change. The political interaction model is the ideal. Utilizing this model, states set broad-based policy and allow for authority and flexibility in local implementation. This model encourages professional

judgment and establishes a process for problem solving which includes shared decision making and delegation of authority. (40)

Similarly, Herbert Walberg and others involved in the Chicago Reform Movement define school reform as the reversal of the flow of power and responsibility in order to improve the academic achievement levels of students. Transformed schools are those that make their own decisions and receive few decisions from the top. This reversal of current procedures restores opportunities for parental involvement, gives building-level educators local control and responsibility, and allows for more efficient operation of schools by removing the bureaucratic barriers that prohibit maximum teaching and learning. (42)

Professor Thomas Timar offers a similar argument. Since the compulsory education movement, he notes, neither technology nor the principles of education has changed dramatically. Beyond this, the reformation of schools today is complicated by the fact that schools must change both their microcultures, and their macrocultures of local and state policies. Consequently, substantial change in the structure of schools cannot occur without fundamental changes in the culture of schools which defines the ideas, commitments, and social order that determine their rules and standards of operation. Timar argues further that if restructuring is limited to the accumulation of more new programs and practices, true reform is unlikely. Instead, he implied, restructuring will become only an exercise in renegotiating existing treaties among the same set of players. (39)

To systemically change how schools operate, Pipho notes that the comprehensive and more integrated approach is the most widely employed in the United States. He further explains that gubernatorial leadership is key in orchestrating comprehensive education reform packages. At the same time, strong legislative leadership is also needed to define the parameters of reform, initiate the process with enthusiastic encouragement, and assume full responsibility for the political risks associated with funding. Simply, legislators must accurately identify the issues and chart the course. (34) According to Pipho, schools cannot be truly transformed until state leaders:

1. Select carefully what is to be changed -- when and by whom.

2. Increase education appropriations and institute a system of accountability.

3. Demonstrate that reform will increase the marketability of graduating students to the business community.

4. Involve the public and solicit their understanding and support of the reform process.

AUTHORITY IN THE SCHOOLS/SITE-BASED MANAGEMENT AND SHARED DECISION MAKING

In conducting the survey of the 50 states, 26 states (52 percent) indicated that there was some formal level of endorsement of the site-based management approach and shared decision-making model. For example, New Hampshire reports that the majority of educational decisions are made at the local level. In fact, the New Hampshire Sweepstakes sales raise $31 million per year and all profits are sent back to the districts for locally determined distributions. Maine prides itself in having three types of school district organizational structures which promote locally shared decision making and provide more options for the survival of their rural school districts. The first type is the single-town district which has a single district and its own school board. The second type is the school administrative district which is comprised of several districts, but has only one school board. The third type is the community administrative school district which is comprised of several districts, and maintains a separate elementary school board in each district, but only has one high school board for the entire administrative unit. To promote cost-effective operations and efficient delivery of services to students, Iowa has offered financial incentives to districts that share resources or consolidate.

Both South Carolina and New York have required the use of decision making interactive models which shift policy development from traditional forms of management control to councils and building-based committees. Each state has proposed broad-based state policy goals with discretion, authority, and flexibility at the local levels. To restructure how their schools conduct business, state officials in Wisconsin have required individual site-based management councils to develop site-based management plans which would decentralize school board powers and place key decision making at the centers of operation.

Taking a more laissez-faire approach, California, Massachusetts, and North Carolina have been more inventive in their endorsement of site-based management. In 1985, Massachusetts substituted incentives for mandates which reduced the overall size of their educational reform effort. In addition, the local governments that did not want to participate in the Incentives for Change Program were allowed to opt out of the reform initiatives. (36) Similarly, California adopted an incentive model whereby districts were rewarded for implementing the new rules and regulations. (40) In 1989, North Carolina enacted the School Improvement and Accountability Act. Differentiated pay moneys were made available and could be used for salary bonuses. The state of Washington sponsors a 21st Century Schools project. This is a pilot program in which 32 schools/school districts are annually given funds for 10 nonstudent days for all staff. Also, there are provisions for obtaining waivers from state laws.

SYSTEMIC ACCOUNTABILITY

Analysis of educational reform initiatives showed that the issue of systemic accountability had been addressed by 36 states, which represented 72 percent of the total surveyed. Shortly after the Nation At-Risk Report, both Rhode Island and Kansas established accountability commissions. In 1988, Rhode Island formed the Century Education

Commission to address systemic reform at an estimated cost of $500 million. Kansas began studying the issue in 1987 and in 1991 the state adopted the Quality and Performance Accreditation (QPA) Program which is monitored by a select committee and overseen by the state legislature. The monitoring group exists through June 30, 1994. In the state of Illinois, the legislature recently passed an accountability law requiring districts to develop their own two and four-year accountability plans.

The states of Iowa, Utah, Colorado, and Nebraska have created task forces to develop strategic plans for improving education in their states. In 1991, Iowa Senate Concurrent Resolution 24 (SCR 24) was passed by the 74th General Assembly and established a 23-member task force to study and make recommendations related to school transformation in Iowa. The Committee's final report, Blueprint for School Transformation, is a broad-based framework designed to promote the achievement of all students including those from culturally diverse, gifted and talented, and special needs population. The goal of the Education Strategic Planning Committee in Utah is to compose a five-year plan of action. In Colorado, the Colorado Commission for Achievement in Education is responsible for recommending goals, objectives, and standards; conducting a cost analysis associated with the achievement plan; developing a time line for planned activities; and identifying the legislative rules and regulations necessary for implementing the plan. Similarly, the Nebraska Legislature recently appointed an Accountability Commission to study and assess educational programs; the report is to be completed in 1996.

In 1990, Kentucky appropriated funds to create an office of educational accountability independent of the legislature. (28) The states of Vermont and Florida embarked upon a very creative approach to achieving systemic accountability. Vermont sponsored a program entitled "Gift of Time." The program awarded challenge grants to local schools to encourage the creation of accountability systems. On the other hand, Maryland extends challenge grants to provide special funds for schools that are not achieving. In Florida, the Legislature appropriated discretionary funds for the planning and implementation of accountability programs. The moneys were distributed to individual districts at the rate of $4 to $9.50 per student.

The methods for sharing results were quite varied. For example, Maine's State Department of Education completes an annual report card for each district within the state. In Colorado, each public school is required to produce an accountability profile. Wyoming annually issues a School Report Card based on both their statewide and America 2000 goals; districts are only required to report to the state board. In Oregon, the public tends to rate the quality of Oregon schools with the Oregon Report Card.

GENERAL OPERATIONS

Twenty-eight states, representing 56 percent of the total surveyed, reported varying levels of reform in their general school operations. The states of Indiana, New Mexico, Tennessee, and Nevada have initiated programs to reduce class size. Since 1981, the Indiana Legislature has supported the Prime Time Program, which is a program designed to reduce pupil-teacher ratios in grades K to 1 (18:1). Presently, at the cost of $85 million per year, the

program has been expanded to embrace grades 2 to 3 (20:1) and includes the sponsorship of teacher training programs, regional workshops, pilot assessment projects, camps, and community affairs. (35)

In 1989, the Nevada Legislature appropriated $16 million to reduce kindergarten and first grades class size to 15:1 in core subject areas. An additional $450,000 was appropriated for teacher training to prepare for the class size reduction program. The next level reduced grade 2 to 15:1 in the core areas. Grade 3 reduction was deferred due to funding shortfall. The long-range plans include reducing all other grades to 25 or less. Art, music, physical education, and foreign language classes are exempted from the reduction program. (35) Similarly, New Mexico and Tennessee have proposed the lowering of teacher/pupil ratios in the primary grades. (36)

Oklahoma, Mississippi, and Tennessee made provisions for adding teacher aides in the primary grades. Specifically, Mississippi allocates for a teacher's aide in each reading program in grades K-2. (36) Oklahoma requires a teacher assistant or volunteer for each K-2 class with an average daily membership of more than 20 low-income students. The state of Texas proposed a 45-minute planning period for each full-time teacher. (33)

Several states reported the financing of demonstration projects. In Iowa, Senate File 2351 (1992 Iowa Acts, Chapter 1227) directs the Department of Education to give emphasis to school transformation initiatives when approving Phase III plans. This legislation also changed the methods for determining allowable growth in Iowa's K-12 school funding formula. The total Phase III appropriation for 1992-93 was $80 million. In addition, Iowa House File 2465 (1992 Iowa Acts, Chapter 1246) allocated $250,000 from Phase III funds for the support of school transformation projects administered by the Department. Idaho funded 13 school reform demonstration projects in 1991 at a cost of $950,000. A year later, the state adopted the national goals and appropriated $2 million to operate additional demonstration projects.

South Dakota established the Incentive School Project and funded eight pilot projects for the purposes of changing K-12 teaching strategies, student assessment procedures, and curriculum content. To be selected, a program had to satisfy a set of criteria by demonstrating relevance to the adult workforce, intention to employ technology, inclusion of multicultural concepts, and infusion of community-based goals. South Dakota's investment was $1.3 million and the projects involved an estimated 7,000 students. In the State of Iowa, the Department of Education is proposing to revise the special education funding mechanisms so that the thrust is not dependent upon the weighting of students. Instead, the Department is proposing to fund special education programs based on historical percentages of the district's special education populations. The severely and profound weightings and method of funding would remain the same.

Two states indicated that their reform initiatives were being conducted without strong legislative involvement. New Jersey also reported that the reform initiatives within the state have required little legislation. Most of the changes in education have been the result of executive orders or state policy. In 1984, Alabama adopted the Plan for Excellence Blueprint.

The majority of the 150-200 recommendations stemming from the report did not require special appropriations. To accommodate the state's educational needs, Alabama has the Special Education Trust Fund, which is an earmarked account for education and the legislature has the power to ignore or override the "protection clause."

SCHOOL CLIMATE

School climate initiatives were not easy to assess. Most of the research analysts interviewed classified parental and community involvement activities under this category. Of the 50 states researched, 28 (56 percent) appeared to be engaged in some level of school climate activity. As early as 1971, Florida formed the Citizens Committee on Education and proclaimed that communities should be involved in the education of their children. In 1979, Florida legislated policy for school-based management and supported Dade County in setting up 32 decentralized project schools. (39) Proceeds from the Florida Lottery are returned yearly to individual school districts for the purposes of deregulating schools and involving the community in the educational process.

Wisconsin, Vermont, Alaska, and Nebraska have developed measures to garner community support. Wisconsin designated 1992 as the "Year of the Schools" and plans to hold a number of public meetings in order to develop a statewide vision for education. Similarly, Nebraska and Alaska have held public awareness meetings and school reform hearings in various regions of their state. Yearly, Vermont sponsors a statewide "School Report Days." During this period, citizens are invited to visit their local schools and learn about the schools' progress.

Most notable was the approach taken by South Carolina when garnering support for the one-cent tax increase. Because the proposed revenue was earmarked for education, state officials traveled across South Carolina informing citizens of the content of the education reform package. Their theme, "A Penny for Your Thoughts," was quite successful. (28)

ACCESS TO OPPORTUNITY

Thirty-seven states, representing 74 percent of the states studied, are involved in student access initiatives. These newly legislated policies and programs have been designed to increase students' access to greater educational opportunities. The state of Minnesota has been the front-runner in providing enrollment options to students and their families. To date, Minnesota offers three types of options -- magnet schools, charter schools, and open enrollment. Iowa appears to be quite creative in addressing home schooling issues and sponsoring legislation to provide the choice of teaching children at home. Both New York and Washington, D.C., are exploring the option of making every school a magnet school to increase the possibilities of educational choice. To provide more access to rural students, Arkansas recently authorized the formation of its first rural magnet school. In addition, the Arkansas legislature appropriated funds to establish a residential math and science school for gifted students; the school would also serve as a lab for math and science teachers.

Several states allocated special funding for disadvantaged student populations. Connecticut and Virginia set aside $10 million and $23 million, respectively, for districts with high concentrations of at-risk students. Three states, Tennessee, Virginia, and Arkansas, legislated special scholarship programs for qualified low-income students. Specifically, Arkansas earmarked scholarships for middle- to low-income students who earn a 2.5 GPA and are drug-free. Similarly, Iowa sponsors a financial assistance program for low-income minority students. The Iowa minority academic grants for success (IMAGES) is funded through appropriations from the General Assembly. The average student grant is $2,722 at the University of Northern Iowa, $2,006 at the University of Iowa, and $2,217 at Iowa State University. Of the total number of participating minority students for the 1993 school year, 296 are Asian, 209 are African American, 132 are Hispanic, and 99 are Native American.

Recently, the Davenport, Iowa, Chapter of the League of United Latin American Citizens (LULAC) was awarded a technical assistance grant from the Educational Equity Section of the Department of Education. With this grant LULAC plans to provide career exploration opportunities for junior high level Hispanic students. Similarly, community-sponsored mentorship programs for African American students are being provided in the cities of Des Moines, Cedar Rapids, and Waterloo.

In the state of Washington, a number of selected school districts have been allowed to blend learning disability, learning assistance, bilingual, and basic education funds to improve service delivery. The Iowa Department of Education has implemented a Renewed Service Delivery Program which is a special education initiative designed to keep students in their neighborhood schools and reduce the amount of time that students are pulled from their classes for special instruction. Through progressive implementation, the state and area education agencies have assisted local districts in moving toward the program goals.

Four states reported guaranteeing access through mandates and penalties. Illinois requires each school to prepare an individual learning plan for each student. Mississippi fines parents who do not comply with the compulsory attendance laws. (36) Similarly, Oklahoma passed a new law directing AFDC recipients to participate in school activities and to attend school conferences. In Arkansas, parents can be fined for failing to attend teacher conferences or for allowing their children to be chronically truant from school. In addition, Arkansas youth who are under age 17 and not enrolled in school face the penalty of having their driver's license revoked.

BUSINESS PARTNERSHIPS

A total of 23 states (46 percent) are engaged in some level of school/business partnerships. In New Jersey, the Business Roundtable works in cooperation with the State Department of Education to produce the annual report cards for each school district. Arkansas, Michigan, and Delaware have placed special emphasis on the enhancement of their vocational education programs.

Arkansas recently legislated the establishment of youth apprenticeship programs. Michigan, through its Blue Ribbon Commission, is studying the European-style of vocational education and is examining better ways to deliver its vocational education program. Tennessee proposed charging an annual $200 fee to its professionals (lawyers, doctors, accountants, and engineers). (23) The proceeds are to be rechanneled to the Division of Higher Education and other agencies. The state of Washington provided special funds to schools to encourage the integration of academic and vocational programs. In Delaware, the legislature passed Senate Bill 399, which allows districts to increase their tax levy by 3 percent and earmark the revenue for vocational education. To assist young women and men in their exploration and determination of their career choices, the Department of Education requires that districts offer three sequential units in at least four of the six frameworks. This initiative assisted local districts in offering a more competency-based Vocational Education Program.

TECHNOLOGY

Representative of 42 percent of the states surveyed, 21 states are actively involved in technological planning and programming. Alaska, Indiana, North Carolina, Hawaii, and Pennsylvania appropriated special funds to increase the use of technology in their schools. The Alaska 2000 Program (AK2K) focuses upon technology and human resources. With state funding, Indiana initiated two projects -- the Buddy System, which is a take-home computer project for students in grades 4-6, and the Computer/Teacher Project, which allocates to each teacher $3,000 for hardware and $500 for software. Hawaii appropriated moneys for supplemental education spending to maintain current services, cover cost of school supplies, and pay for computers placed in elementary schools. (4) Similarly, North Carolina has taken extensive measures to equip elementary schools with computers and other advanced technologies. Capitalizing on mass purchasing agreements, Pennsylvania purchased computers for districts that could not afford the purchases. In 1989, Ohio passed Senate Bill 140, which was a major education reform bill that included the establishment of an education database to more effectively measure student achievement. This bill also mandated the creation of a statewide management information system.

Similarly, Iowa, Utah, and West Virginia approved millions of dollars to advance the technology initiatives within their states. Thirty million dollars over a six-year period has been allocated to install the Iowa Communications Fiber Optic Network. In addition, the Iowa Department of Education has established a technology commission to develop strategies for employing distance learning, as well as other high-tech concepts. Utah established a Technology Initiative Project Office for the purposes of restructuring the teaching/learning process, as well as its delivery. Beginning Fiscal Year 1993, West Virginia created an applied technology fund to award competitive grants to institutions of higher learning. In addition, the legislature appropriated $750,000 for computer laboratories for use by students enrolled in teacher education programs. Two million dollars was allocated for the installation of the West Virginia Network, WVNET, which is an academic administrative network. Funded from both general tax and lottery revenues, West Virginia later approved $7,020,000 to place computers in all elementary classrooms by 1999. (23)

Twenty-eight schools in North Dakota participated in the MCREL distance learning project which involved the students in a variety of technological advances, i.e., analog, digital interactive television, audiographic telelearning, and instruction by satellite. Courses such as art, Japanese, Russian, accounting, anatomy/physiology, child development, probability, statistics, and microeconomics were sent across the state. (29) Although there remain many unanswered questions, the pilot project was a success and favorably received by the majority of students. In Idaho, the State Department of Education and the Public Broadcasting System are exploring distance learning options. The Idaho Legislature also is considering the installation of a fiber optic backbone within the State Capitol Complex. Through the sponsorship of competitive grant awards, both Pennsylvania and Wyoming have appropriated funds to promote innovative uses of technology in their schools. By 1993 the state of Nebraska will begin the development of a statewide technology infrastructure which will allow affordable access for schools and teachers to more information and greater distance learning opportunities.

PHYSICAL INFRASTRUCTURE

Conditions of the physical infrastructure did not appear to be an overriding issue in most states. Only 12 states (24 percent) indicated a need to address the physical infrastructure. As part of their education reform package, legislators in Hawaii appropriated $2.7 million for school repairs and other maintenance projects. (4) Both Washington, D.C. and South Carolina included building improvement and facilities maintenance in their first level of reform initiatives. Similarly, Virginia appropriated $8.7 million for school maintenance projects across the state. (23)

In the city of Des Moines, Iowa, several construction projects were started and completed thanks to the $14.5 million bond program approved by 72 percent of district voters in 1989. Projects included construction of one elementary school, additions to four middle and four elementary schools, and remodeling of five high school science rooms and auditoriums. About 180 projects, totaling $3.6 million, were completed. The projects were paid through the plant and equipment levy approved by voters in 1989. Heating systems were improved and electrical projects completed. Updated intercom and phone systems were installed in seven buildings, more than 300 ceiling fans were installed in classrooms, ground and site improvements were made at more than 30 buildings; the Des Moines Independent Community School District also dealt with the difficult problem of asbestos maintenance.

HUMAN INFRASTRUCTURE AND AFFIRMATIVE ACTION

The issues of human infrastructure and affirmative action were major areas of concern for 30 states, representing 60 percent of the states studied. As early as 1980, New Jersey raised the minimum average teacher's salary to $30,000. Today, the New Jersey minimum average teacher's salary is one of the highest and most respected in the nation. In 1986, New Mexico legislated a $2,200 across-the-board increase for all certified personnel. (36) Career ladders of varying forms were approved in the states of Texas, Tennessee, and Missouri. (33,

36) Iowa House File 2465 (1992 Iowa Acts, Chapter 1246) approved the maintaining of the Educational Excellence Program at a cost of $80 million.

A number of states included the value of diversity and equal opportunity within the language of their educational reform packages. For example, the Iowa Strategic Plan developed by the State Department of Education contains specific objectives related to staff diversity and access for people of color. In addition, the Education Standing Committees of the Iowa Legislature have made plans to conduct a panel hearing on issues related to the education of minority students within the state. Initiated by the Des Moines Independent School District, the Career Opportunities Program (COP 2000) is in its second year of operation and is designed to provide mentorship and to assist noncertified minority employees in their efforts to become teachers. Similarly, the University of Northern Iowa sponsors a Minorities In Teaching Program which introduces minority youth to the profession of teaching and provides them with an array of educational and pre-college experiences. West Virginia established a multistate effort through board policy to produce more minority faculty within the professional ranks. (23)

EDUCATOR PREPARATION AND DEVELOPMENT

In the area of educator preparation and development, 20 states, representing 40 percent, identified needs for reform. Four states, Missouri, Illinois, Wisconsin, and Texas, created training programs for superintendents, building principals, and other administrators. For example, Illinois funded an academy for administrators, as well as a center for teacher training. (36) In Iowa, the funds appropriated to Phase III of the Educational Excellence Program are earmarked for the professional development of teachers, a critical component to comprehensive school transformation. Both Wisconsin and Missouri have established programs for new teachers. At a cost of $400,000, the Milwaukee Staff Development Program includes mentoring programs for inexperienced teachers and coaching programs for veteran teachers.

Missouri strengthened its teacher training programs and required college students to pass a competency test. The state further allowed for tuition reimbursement for college of education students earning an "A" or "B" in college courses in their area of certification. To expand the prospective teacher pool, the Texas Legislature established an alternative program for teacher certification. (33) In Iowa, the Board of Educational Examiners was removed from the Department of Education and was reestablished as a separate entity to allow the profession to regulate and license its own practitioners. Similarly, in Georgia, laws were passed to change teacher certification and to transfer teacher certification responsibilities to another agency outside of the Department of Education. (34)

CURRICULUM

Curriculum appeared to be the number one issue of reform for most states. Of the total surveyed, 40 states (80 percent) were involved in the transformation of school curricula. The most significant reform occurred in Kentucky where the Council on School Performance Standards recommended the creation of a common core of learning with emphasis on basic

skills, knowledge, and performance. In 1985, both California and Montana engaged in major curriculum reform efforts. California established a seven-year curriculum revision process. The purpose was to develop seven frameworks in math, English/language arts, physical education, history, social science, visual and performing arts, foreign language, and science. (28) The State Board of Education rewrote Montana's accreditation standards based on the state's need for the 21st century. The cost of Montana's Project Excellence was $100,000. Similarly, the Indiana Curriculum Proficiencies Models outline the essential skills describing the knowledge and achievement expected of students at various transition points in their schooling.

In the state of Iowa, the reflection of diversity and the incorporation of multicultural-nonsexist concepts into the curriculum is pertinent to reform. For example, Iowa's South Tama Community School District in collaboration with Grinnell College, sponsored a Native American Summer Institute for teachers and administrators. The theme for the week-long conference was "Teaching Native American Students: Attention to Action." Similarly, the Sioux City Community School District, in collaboration with the University of Iowa, plans to conduct a Native American Institute for the teachers and administrators in that district. To increase access to multicultural media and other learning materials, the Educational Equity Section of the Iowa Department of Education obtains and distributes materials from various ethnic consortiums. This effort keeps the Area Education Agencies and local districts abreast of current information.

STUDENT ASSESSMENT

Following curriculum revision, student assessment was the second major area of concern. Of the states surveyed, 38 (76 percent) indicated involvement in the reform of student assessment processes and procedures. In Kentucky the Council on School Performance Standards recommended that the State Department of Education develop and implement a statewide assessment program to promote student achievement and to influence curriculum and instruction. The Illinois legislature recently passed laws calling for the revision of student assessment procedures. The states of Maine, Vermont, California, Louisiana, and Arizona have each developed assessment tests to be administered to students at specified grade levels.

The California Assessment Program (CAP) consists of multiple-choice items that test the pupils' knowledge and skills in English, mathematics, science, and history/social science. What is novel about the process is that the tests are randomly administered to a small percentage of students in grades 3, 6, 8, and 12 in each school and district. The cost is $10 million per year. (28) The approach in Vermont is also unique. The assessment program in this state utilizes portfolios, best pieces of students' work, as well as other conventional tests. Louisiana narrowed its approach to student assessment. (28) Louisiana Senate Bill 1239 appropriated funds for the screening of students in grades K-3 in order to encourage early identification of learning disabilities and other at-risk factors.

The creation of the assessment instruments appears to be quite varied. For example, the tests used in Arizona were developed by the Riverside Test Development Corporation. In Colorado, the State Department of Education is in the process of developing an assessment bank containing a variety of assessment methods and models which include alternatives to paper and pencil tests. In Iowa, the legislature appropriated up to $130,000 from the Educational Excellence Fund to create the State Department of Education's Center for the Assessment of School Effectiveness. Iowa is one of several states in the New Standards Project and the Work Keys Assessment Models. The Department has been involved in an ongoing process to identify student outcomes and assessment procedures. At the local level, the Mid-City Vision Committee, a community leadership group in Des Moines, recently invited renowned psychologist Dr. Asa Hilliard to Des Moines to address the issues of cultural diversity and testing as both impact the assessment of African American students.

CHILDREN AND FAMILIES

Twenty-eight states (56 percent) noted changes in how children and families were being served. The most dramatic reform appears to be occurring in Washington, D.C. The Mayor's Youth Crime Initiative includes the following reform measures: (1) mandated early childhood education for all preschoolers, (2) school and library sponsored childcare/latchkey programs, (3) residential schools for at-risk students in every ward of the city, (4) child development centers in all schools, and (5) collaborative early health education programs cosponsored by the Departments of Human Services and Parks/Recreation. In the state of Iowa, the English as a Second Language (ESL) and bilingual programs have strong parental information and family assistance programs which help to reduce language and learning barriers. In Hawaii, more than $17 million was approved to accommodate increased enrollment in the state-subsidized after-school childcare program.

Several states reported a variety of early childhood initiatives. In the state of Washington, the Early Childhood Education Program (ECEP) is comprised of several models. To expand counseling services in the elementary schools, the Fairstart program provides funding and flexibility to local districts in the state of Washington. Similarly, Oklahoma established early childhood programs based on the Head Start model, but did not set family income guidelines. However, the four-year-old prekindergarten program was based on income and included a sliding fee scale. Oklahoma also required all new kindergarten teachers to have early childhood endorsements; veteran teachers are to obtain their endorsements by 1997. Georgia initiated a bold step in funding experimental prekindergarten programs for four-year-old children. (34) Exploring "break-the-mode" service delivery systems, these programs are being offered in homes, churches, community centers, or through the uses of specific technologies. In sum, the programs are provided wherever the children and parents are located.

Iowa, Missouri, and Arkansas have recently initiated outreach programs for families. Iowa Senate File 2465 (1992 Iowa Acts, Chapter 1246) appropriated nearly $11 million for the continuation of early childhood pilot projects. Similarly, Iowa Senate File 2167 (1992 Iowa Acts, Chapter 1158) allows districts to use Phase III funds to develop and offer outreach

educational services to parents of children from birth through five years old. In Arkansas, the legislature appropriated funds for the Better Chance Program which is an effort to serve at least 35 percent of the state's preschoolers. One unique component of Better Chance is the HIPPY program, Home Instruction for Parents of Preschool Youngsters. This project is similar to Missouri's Parents as Teachers (PAT) program, which provides in-home education and training to parents of preschool children.

CONCLUSIONS

A number of conclusions can be drawn from this report. First, every state in one way or another is involved in educational reform. Second, there is no single approach to transforming education since the effectiveness of any effort is dependent upon a mix of specific needs and factors influencing the availability of resources within a given state. Third, the amount of resources earmarked for educational reform determine the degree and pace of the infusion of transformation initiatives. Finally, while excellent educational reform ideas have been recently enacted, each may not have been fully implemented due to budget restrictions.

FIFTY-STATE ANALYSIS OF EDUCATIONAL REFORM INITIATIVES

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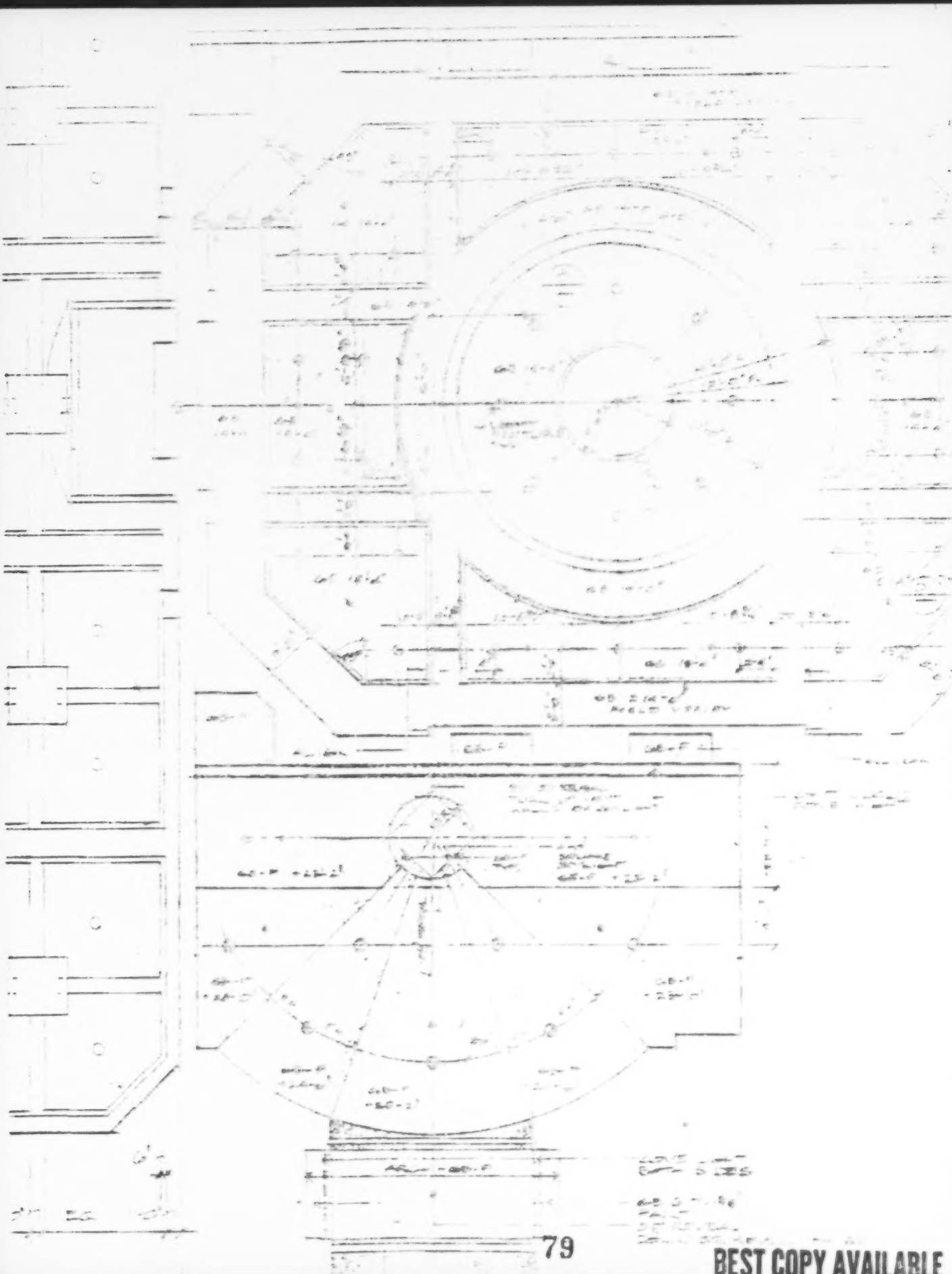
Wyoming Legislative Service, Room 213, State Capitol, Cheyenne, Wyoming.



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